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SCHOOL OF GRADUATE STUDIES

THE MANAGEMENT OF SELF-CONTAINED TEACHING IN ADDIS ABABA GOVERNMENT PRIMARY SCHOOLS

BY

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The Management of Self-Contained Teaching in Addis Ababa Government Primary Schools

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This Thesis has been submitted for examination with my approval as a university advisor

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ABBREVIATIONS

EPRDF = Ethiopian Peoples Revolutionary Democratic Front

ICDR = Institute of Curriculum Development and Research

MoEFA = Ministry of Education and Fine Arts

ETP = Education and Training Policy

TGE = Transitional Government of Ethiopia

TTI = Teacher Training Institute

UNESCO = United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The main purpose of this study was to assess the management of self-contained classroom teaching in Addis Ababa Government primary schools.

The subjects of the study were two hundred fourteen (i.e. 160 teachers and 54 school management bodies) drawn from the ten sample primary schools, selecting one from each sub-city, of Addis Ababa. Teachers and school management bodies were selected using systematic sampling technique and availability sampling technique respectively. Three kinds of data collection instruments were used in this study, namely; questionnaire, observation and interview. The data collected using these instruments were analyzed by making use of different statistical analysis methods and qualitative description, such as frequency counting percentage, mean and description of some qualitative data.

The findings (i.e. the results) indicated that the management of self-contained classroom teaching system in Addis Ababa city government was found to be unsatisfactory. This happened mainly due to lack of well-trained manpower and in availability of appropriate resource and facilities and poor managerial competence. For this reason, the system was not properly implemented. Consequently, the Addis Ababa Education Bureau is expected to assign those school management bodies and teachers who are well trained and experienced ones along with the necessary teaching facilities in order to effectively manage the self-contained classroom teaching system as expected.

CHAPTER ONE

THE PROBLEM AND ITS APPROACH

1.1 Background of the Study

One of the very concerns of the Education and Training Policy (ETP) of Ethiopia which is currently being implemented in the education system of the country is to provide quality education for the first cycle (i.e. grades 1-4) of primary education (Azeb, 1998:229). It is obvious that the quality of education in this particular level depends on effective and efficient management of teaching system that often motivates teachers and other concerned bodies who can cultivate productive citizens.

When tracing its evolution, scholars like Ornstein (1990) and De Young (1969) particularly point out that self-contained classroom teaching approach is a scheme which has replaced departmentalization, which was popular from 1900 to 1925, but later lost its popularity in elementary schools in the U.S.A.

With regard to the rationale for the use of the self-contained scheme, Sowards and Scobey (1969:112-113) stress that the set up is based on two major points. On one hand, the scheme is based on evidence concerning the growth and development of children, and on the other, on preferred pedagogical schemes for using time and arranging learning experiences in the classroom.

In line with the above information, the self-contained classroom teaching approach for primary school instruction in Ethiopian education system was designed and started for primary school children in 1963 during the rule of Emperor Haile-Sellasie-I. Then, the big conference was held at the Haile-Sellasie-I University (i.e. the present Addis Ababa University) in Addis Ababa among the then top concerned officials and supervisors drawn from all provinces of the country. At the then conference, members discussed and formulated a strategy which served as a guideline improving the general management structure and the learning environment of the self-contained classroom set up (MOEFA,

1963:60). It was also discussed that self-contained classroom teaching approach to be staffed with enthusiastic educational managers and professional teachers who have great interest to offer wholesome education.

However, the strategy then designed to achieve the desired objective failed due to poor management system, lack of qualified teachers, lack of appropriate teaching resources and facilities which greatly affect its success (Elfachew, 1972:3). But, after long years of its abolishment, the system under investigation re-introduced in 1995 G.C by EPRDF.

According to the Addis Ababa Education Bureau report (i.e. 2000 E.C), there were 94 government primary schools in all the ten sub-cities of Addis Ababa city government where self-contained classroom teaching system had been fully implemented. There were also 2264 self-contained classroom teachers, 216 unit-leaders and 231 principals (i.e. main and vice) facilitating the teaching-learning process in their respective primary schools.

1.2 Statement of the Problem

Under normal circumstance, self-contained classroom teaching system can be taken as the best method of teaching children if there is an effective management of teaching, appropriate resources and facilities, and highly qualified and motivated teachers assigned to teach. Furthermore, for the well-being of the society, an educational system should be effective and efficient so as to meet the societal needs. To do this, well-qualified and highly motivated teachers and school management bodies are the most significant elements in the first cycle school system since children are not yet at the stage of learning by their own. In this regard many scholars, such as Vroom (1984) Croll (1996), Ornstein (1990), De Young (1969), Stoner et al (2001) and others have also suggested that organizational goals are unattainable without the enduring commitment of all members of the organization. For example, Stoner and others (2001:442) note that good educational management system which basically enhances motivation is associated with a human psychological characteristic which contribute to a person's degree of commitment.

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Having good teacher-pupil interaction in the classroom also heightens effective management of self-contained classroom teaching system. To substantiate this idea, Croll (1996:14) comments on this issue as, "Interaction between teachers and their pupils is fundamental both to the activity of teaching and to the organization and management of the classroom". However, he further comments that if teachers can not maintain good interaction with their students in the classroom, the teaching-learning process will not be implemented as it is expected. Moreover, when this condition is seen from Ethiopian context, it is becoming so problematic. This is because the insufficient teaching materials, large class size and other related problems do not allow the actual teacher to give individual attention for each student.

Basically, primary schools are supposed to be the corner stone for the practice of self-contained classroom teaching system. Hence, unless there is a good management system motivating teachers to do their daily tasks properly, it could be problematic for self-contained classroom teachers to handle all their responsibilities staying the whole day in one class teaching too many children, the whole subjects (Ornstein, 1990:374).

Coming to the local studies done on this area, there are only limited researches which have been done so far. For example, the management (the attempt) which has been taken to implement self-contained classroom teaching system has now become a controversial issue in most areas of Ethiopia. To check this, it is reasonable to see the research findings identified by some local researchers. Hussen (2001) for instance, identified in his research that most teachers (i.e. 80.91%) in Dessie primary schools did not like to teach in the system under investigation. The subjects further reported that the system has series drawbacks as compared to its advantages in Ethiopian context. This is to mean that the system can not be properly implemented with the present primary schools' conditions where all the necessary facilities and effective educational management system are not fulfilled. Elfachew (1972) also mentioned the major problems related to the management of self-contained classroom teaching system in some of the then government elementary schools in Addis Ababa. Some of them were: in- availability of good management

system, lack of qualified teachers and administrative personnel, and lack of appropriate resources. Asnakech G/Sillassie (2002), on her MA thesis work, has also tried to mention some of the problems encountered in the implementation of pupils' promotion policy in the first cycle teaching system as: lack of awareness on how to implement the new promotion policy, lack of interpersonal relations among the teachers and the school managers and so on.

So, this situation has shown that it invites for some more researches to be conducted on this area. Thus, this study comes as an additional piece.

Hence, this study strived to identify the major factors that affect the management of self-contained classroom teaching system in selected primary government schools in Addis Ababa city government.

Thus, the investigation has been carried out by way of answering the following basic research questions:

1. What is the level of awareness of the facilitators (i.e. teachers and school management bodies) towards the purpose of self-contained teaching approach?
2. What are the roles played by the facilitators for the management of self-contained teaching approach?
3. What are the internal supportive mechanisms used for the implementation of self-contained teaching approach?
4. What are the views of teachers and school mangers towards the self-contained teaching approach?
5. What are the major factors affecting the lessons learned in the self-contained classroom teaching approach?
6. What are the solutions which have been sought to overcome the problems encountered during the teaching-learning process in the self-contained classroom teaching approach?

1.3 Objectives of the Study

The purpose of this study was to conduct an assessment on the management of self-contained classroom teaching system in Addis Ababa city government. Consequently, this study has the following one general objective and three specific objectives.

1.3.1 General Objective

The general objective of this study was to:

- assess the improvement in the quality, access and relevance of education in a sustainable manner through the creation of well trained and motivated professionals who can contribute a lot to the effective management of self-contained classroom teaching system.

1.3.2 Specific Objectives

The specific objectives that this study aimed to attain were to:

i. investigate how the management of self-contained classroom organization system is implemented in Addis Ababa government primary schools.

ii. enhance the institutional capacity of each sub-city education office of Addis Ababa in the planning and management of self-contained classroom teaching system.

iii. propose constructive recommendations for better implementation of this particular teaching system.

1.4 Significance of the Study

The results which have been obtained from this study could have certain areas of application. This study may have both the immediate and the ultimate beneficiaries.

1.4.1 Immediate Beneficiaries

i. Children who are in the first cycle (1-4 grades);
ii. Actual teachers teaching in the self-contained classroom since they have close contact with the children in this particular level,
iii. The school management bodies, such as directors, vice-directors and unit-leaders since they are supposed to manage the daily teaching-learning activities in the school.

1.4.2 Ultimate Beneficiaries

i. Children's parents who are indirectly participating in the teaching-learning process,
ii. The top education officials working in all the ten sub-cities as well as in Addis Ababa city government education bureau,
iii. The society, in general, may enjoy as a result of the improved management of self-contained classroom teaching system.

1.5 Delimitation of the Study

This study focused on the major factors influencing the management of self-contained classroom teaching system in Addis Ababa city government. The researcher also believed that so as to manage the study carefully, this study was to be delimited to the ten sample primary schools in Addis Ababa where self-contained classroom teaching system has been fully implemented, assuming that they might to some extent represent the whole population of same category in the region in general.

1.6 Definition of Key Terms

The following terms are used frequently throughout this paper. Thus, they have the following meanings in the context that the researcher used in this paper.

Departmentalization: is an arrangement where each teacher teaches only one or two subjects in which he/she a specialist; either the teacher moves from room to room to teach the various classes or the pupils shift from room to room during the successive periods of the school day (Good, 1973:173).

Integrated approach of teaching: is an approach that combines two or more subjects to form a meaningful learning area that would help effective integration of learning experience in the learners (ICDR, 1999:274).

Management: refers to a common set of activities which are designed to promote and direct purposeful work (Atchison and Hill, 1978:3).

Motivation: is a motive that activates or moves an individual to act effectively towards the pre-determined goals (Huffman, 1987:402).

Self-contained classroom: is a situation in which one teacher is responsible for the total instructions of the class for the entire school day (De Young and Others, 1969:165).

CHAPTER TWO

Review of Related Literature

2.1 Concepts and Practices of Self-Contained Teaching Approach

2.1.1 Concepts of Self-Contained Teaching Approach

As a principle, self-contained classroom teaching is a system in which one teacher is responsible for the total instruction of the class. This is to mean that a single teacher is accountable to teach all subjects to one group of children all the day. For this reason, the self-contained classroom teacher is the key professional person who carries out the major responsibilities to run the program of instruction for one group of children (Institute of Curriculum Development and Research, ICDR, 1999:287). De young and Wynn (1968) on their part also state what self-contained classroom teaching is all about that it is a horizontal organization in which a single teacher meets with a single class for the entire school day.

Thus, as compared to departmentalization (which is a plan of organization in which various courses of the primary curriculum are taught by teachers who are subject matter specialists), self-contained classroom teaching system is the most common way of organization students for instruction by grouping and assigning them to a specific teacher and classroom (Jarvis, 1969:28).

The main reason to introduce self-contained classroom teaching approach (i.e. first cycle (1-4 grade levels) of primary education) is due to its suitability to provide conceptual (i.e. related ideas) and practical (i.e. connected with real situations) knowledge on lower primary school children using integrated discipline. Moreover, it is observed that the introduction of integrated disciplines in the first cycle of primary education is a universally accepted direction (UNESCO, cited in ICDR, 1999:276).

According to Dawson and Lindstrom (1974:204), the main reason for the introduction of the self-contained classroom teaching was due to its cost effectiveness over the departmentalized classroom. This is because, it needs fewer teachers to run the task. Azeb

(1998:299) also states the reason why self-contained classroom teaching is introduced and prepared for first cycle primary school children that it is difficult for children to adjust to several teachers over the course of the day's work. For this reason, it is advisable to teach children in a self-contained classroom in which a single teacher is accountable for the total instruction of one class. It is also believed that children can best learn at school when they feel that their teacher really knows and understands them. So, to fulfill the above requirement, the self-contained classroom teaching approach is appropriate. Therefore, it is with these assumptions that the self-contained classroom teaching approach was first introduced in the United States of America and then proceeds to other countries including Ethiopia where this research is conducted.

Actually, managing the self-contained classroom teaching is a tiresome task as teachers are expected to teach all the subjects the whole day. In this regard, this approach demands skillful teachers who can manage the self-contained classroom teaching effectively. Consequently, this teaching system can be taken as one of the best approaches to teach and ultimately facilitates children's future learning (Deyoung and Wynn, 1968; Lobdell and Van Ness, 1963; Azeb, 1998; TGE, 1994; and others).

As different writers like MOEFA (1963), Jarvis (1969), Shewaye (1999) and others have proved, the self-contained classroom teaching approach has its own strong sides. The following are the major ones: it requires fewer teachers and is, therefore, less expensive (MOEFA, 1963:51), it helps the teacher as he/she works with the same students continuously through out the school year; i.e. he/she gets to know his/her pupils and consequently is in a good position to adopt instruction to meet their individual needs (Jarvis, 1969:31), and also as social living experience taking place among students; democratic principles and concepts can be easily fostered through group studying, sharing and playing (Jarvis, 1969:30).

On the contrary, considering the theoretical framework different writers (educators) mention some of the major weaknesses of self-contained teaching approach. Some of these weaknesses are the following: it does not give the teacher an opportunity to choose

areas in which he/she likes to teach unlike the case in high school (Jarvis, 1969:31), the self-contained classroom teaching is a rigid organization which keeps the teacher isolated behind the close doors of his students; i.e his/her good qualities and weaknesses are largely unobserved and the students do not observe outstanding teachers in action and follow their examples (Franklin, 1967:192), teachers will have busier day, i.e much of their preparation can be affected, therefore, students may face boring condition (Shewaye, 1999:98), and also teaching in self-contained classroom may provide the teacher with the opportunities to emphasize or deemphasize certain subjects, depending up on their likes and dislikes (Franklin, 1967:192).

As most scholars and academic institutions like Farrant (1984), Dereje (2001), Chahin (1988), UNESCO cited in ICDR (1999) and others have agreed, self contained classroom teaching approach has its own unique practices (features) which are basically distinguished in terms of teacher preparation, and resource and facilities used to implement this approach.

These unique practices of self-contained classroom teaching are discussed in some detail in the following section.

2.1.2 Self-Contained Teaching Approach Practices

2.1.2.1 Teacher Preparation

In any educational system, training and preparation must focus on the types of roles and responsibilities which are supposed to be accomplished for the success of the designed programme. Therefore, in a self-contained classroom teaching system, one teacher is responsible to play lots of roles and carryout various responsibilities for one group of children. Bennairs and others (1994:196) also say in this regard as,

> *The teacher is the active facilitator of positive and supportive classroom and the role model of his pupils. In the classroom the teacher plays multitude roles. For instance, the teacher arranges physical variables, academic variables and establishes the affective nature.*

To do all these, the teacher in self-contained classroom teaching has to have adequate cognitive knowledge, skills and psychological preparation so that the pupils in his/her class can learn and enjoy through out the school day, semester or year. This is because, it is in the conductive classroom at the interface between the teacher and the learners that real development begins (Byers cited in Carpenter et al, 2001:214).

To make the above major point practical, first cycle primary school teachers should get appropriate trainings in order to increase their awareness and possibly acquaint them with the suggested methods of teaching. Friedman and others (1980:62) suggest on this point that a sound program of professional education is essential for the qualitative improvement of education. They further say that investment in teacher education can yield very rich dividend comparing the financial resources needed with its resultant benefits. Craig and others (1998:129) also strengthen this idea by saying, "The education which teachers receive has the potential to make the difference to children's learning and, therefore, warrants careful attention."

Coming to the specific trainings the self-contained classroom teacher are expected to take, the trainings can take place before or after their assignment to the profession. There are two types of trainings, namely pre-service and in-service trainings. The quality of teachers rests on their pre-service preparation and their continuous professional development through in-service trainings (Widen and Tisher, 1990:161).

a) ***Pre-service Training:-*** it is a training in which a teacher receives before he/she actually begins to teach. It introduces the student-teacher to the practical work of actual teaching. Azeb (1998:246) also comments that pre-service training will play significant roles for self-contained classroom teachers as it prepares them with all the necessary tools which are helpful to carryout their responsibilities effectively.

In this regard, De Young and Wynn (1968:132) suggest the courses which need to be given during the pre-service training in order to prepare self-contained classroom teachers are: professional courses (which include-education and psychology courses), direct

observations (i.e case studies of pupils and pre-student teaching activities), direct student teaching and observation, generalized fields in the subject areas, about how to keep classroom management, e.t.c.

b) ***In-service Training:-*** here teachers may fail to catch up with the new educational innovations that come now and then in to the educational system because of social, political and cultural changes in the society unless they have been provided with the appropriate, timely and continuous in-service trainings (Friedman and others, 1980:218). In connection with this idea, Shuster and Ploghoft (1963:72) assert that "Teachers fail to utilize the best procedures of teaching due to the failure of the administration to provide in-service trainings to some inefficient teachers."

As it is known, in-service training is a training in which a teacher receives while teaching or after his/her assignment so that he/she can grasp new developments, such as new curricula, new methods, new structures and innovations.

According to Negesu (2004:6), in-service training promotes efficiency, maintaining enthusiasm, increasing information, expanding interest, and in general keeping teachers professionally alive and up-to-date. If not, the author contends that teachers will be sick of out dated methods of teaching and its outcomes will be full of obsolete knowledge which does not serve to meet the needs of society.

Moreover, Teshome (2001:91) comments that the instructor's in the Teacher Training Institutes (TTI) need to understand how to produce or prepare self-contained teachers who are generalist, teach integrated subject areas, and the related ones. In other words, teachers for self contained classroom teaching should be well versed with the knowledge and skills of individual differences, readiness and treat differences among students on one side and the knowledge of subjects like mathematics, languages, e.t.c on the other. For this reason, teachers can easily manage the class that they teach. One thing to be noted here that students (people) are difficult to manage even though they are the most important assets of the school (organization). Regarding this, Miller (1985:209) notes that

"Managing people is a challenging and stimulating a profession as can be found and success in it is an achievement second to none. "So, since teacher play a central role in the delivery of quality education, they are considered as the key resources in any educational system particularly in lower primary level (Gaynor, 1998:97).

So, an effective self-contained teacher is the one who has passed through successful pre-service and in-service training programmes, obviously, possesses the following traits and qualities (Jarvis and Wootton (1969), Arrends (1997) and others):

The teacher has to be open mindedness, patience, good sense of humour, scholarliness, possessing good knowledge of subject matter, good judgment, enthusiasm, multiple interest, creativeness, industriousness and carefulness.

Besides, the teacher should have an accepted code of ethics, i.e-he/she **deals** justly and impartially with students regardless of their physical, mental, political, economical, social, racial and religious characteristics, **recognizes** the differences among students and seeks to meet their individual needs, **seeks** to establish cooperative relationships with parents and keeps them (i.e parents) informed about the progress of their children, **explains** things to pupils very clearly and uses varied methods of teaching, **knows** whom, why, what and how to teach, **uses** multi audio-visual instructional materials to stimulate ideas and to make learners active and motivated in order to make learning enjoyable to children, e.t.c.

Franklin (1967:64) also states that to manage the self-contained teaching approach properly, only those teachers who are potentially fit and like to teach all the subjects they claim should be well prepared and assigned. This is because; people do better when they are doing what they like to do. Hence, teachers must not be simply exercising an approach for which they do not have prior knowledge and training. To this fact, Sherief (1999) also identified some self-contained teachers who did not have appropriate trainings (i.e pre-service or in-service) and interest to teach, when he conducted his MA Thesis. In a nutshell, so as to know children's problems, needs, interest, and individual characteristics

in self-contained classroom teaching approach, the self-contained classroom teacher has to have adequate preparation to effectively manage the class to teach.

As it is obvious, teacher preparation alone does not bring effective management on self-contained classroom teaching unless it is accompanied by appropriate curriculum design and teaching materials preparation. Thus, these two points are discussed below.

2.1.2.2 Curriculum Design and Teaching Materials Preparation

To effectively manage the self-contained classroom teaching approach, priority should be given to the necessary elements, such as designing or developing a suitable curriculum and preparing appropriate teaching materials.

Regarding the curriculum design for self-contained classroom approach, the curriculum is designed in an integrated manner (UNESCO, 1982:127). This is to mean that more subjects are integrated or combined in order to form a meaningful learning area. More specifically, according to ICDR (1999:294), the phrase curriculum integration refers to, "The combination of two or more subjects in order to form a meaningful learning areas that would help effective integration of learning experiences in learner. So, the integrated theme or topic helps to determine what is taught in the other subjects during the same period of time for a particular group of students. In this case, as to Labdel and VanNess (1963:217), it should be noted that under the integrated curriculum (or broad field curriculum design) each subject actually loses its identity and becomes an integral part of the newly created field. Thus, the number of subjects taught in class is reduced in to small integrated subjects.

Actually, the integrated curriculum designed for the self-contained classroom is basically aimed at the process of bringing children into the functional relationships with their physical and cultural development. As a result, this situation enables the self-contained classroom teacher to see the relationships among the different topics in the learning program (Teshome, 1998:76).

As most educators like Derebssa, 2001; Dereje, 2001; Chahin, 1988; and others in the field, suggest that developing or designing an integrated curriculum for self-contained classroom teaching approach by itself can not achieve its aims unless it is well implemented using appropriate teaching materials.

In this regard, Chahin (1988:146) states that teaching materials, such as textbooks, colord maps, charts, some visual objects like rods and dolls and other related teaching materials should be well prepared and used accordingly in the classroom for effective implementation of the integrated curriculum developed. In doing so, it will be easy to implement the curriculum as it is expected. This is because, if the self-contained teacher uses the aforementioned teaching materials following the suggested procedures, they (i.e teaching materials mentioned above) can add some positive feelings to the learning environment. This is to mean that students may get interested the learning environment as they have been taught with the appropriate learning materials which basically initate their curiosity to learn.

According to Lobdell and VanNess (1963:261) the major teaching materials like the textbooks, including the students' textbook and the teacher's guide, and others are prepared by the central government or regional education center, where as some of the teaching materials, such as maps, charts, rods and other related teaching materials can be made by the classroom teacher him/her self or by the school management using the local resources available.

If these teaching materials are used along with the necessary resources and facilities in the self-contained classroom, the teaching-learning process will get heightened.

2.1.2.3 Resource and Facilities

Having proper physical arrangement of the classroom and utilizing the recommended teaching resources play remarkable roles in facilitating the teaching-learning process and the teachers can properly implement the designed integrated curriculum for self-contained classroom teaching approach. In this regard, Jarvis (1969:38) suggests that appropriate

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furniture, several types of instructional materials and attractive physical setting should be engaged in meaningful and worth while learning experiences. Moreover, according to Bull and Shirley (1993:17) self-contained classroom should have its assortment of furniture, resource materials and equipment (like tape recorders, TV, radio, and the like).

Providing available physical facilities basically help to create good classroom atmosphere among teachers and students. Regarding to this point, Franklin (1967:54) forwards his view that in self-contained classroom teaching approach, the classroom must be attractive enough as it can encourage freedom in both the teachers and students. Consequently, it greatly facilitates the teaching-learning process.

Besides, as to Chahin (1988:149), the self-contained classroom students can easily make their classroom home-like if it is attractive enough. For this reason, the school management can easily employ good management system in order to implement the self-contained classroom teaching approach properly. He further notes that a clean classroom which is properly ventilated with sufficient light also makes a typical self-contained classroom a healthy place for children.

The students in the self-contained classroom are too small and want to move here and there. They are simply restless and do not sit the whole periods on their desks, instead they move from one corner to another as they do many kinds of activities. As a result, the classroom should have enough space with the needed furniture, such as desks, tables and others. In this regard, Azeb (1998:306) describes the typical self-contained classroom as:

> *... the classroom assigned to first cycle classes must be wide enough to allow free movement of teacher and students, group activities, establishments of interest centers, and for all the responsibilities and activities to be carried out in relation to the goals prescribed.*

With reference to resource materials, Ingranm (1979:80) comments that the practical nature of integrated work depends on the availability of resource materials which are smoothly facilitating the teaching-learning process. According to him, without them-learning becomes theoretical exercise and reversion to the book. Thus, the teaching-

learning process becomes inevitable. He further notes that resource materials help to pull the teaching-learning process as close to reality as possible. And, often the more natural the material, the closer the link becomes. Further more, Tirusew (1998:28) describes that for effective teaching-learning process to take place, the classroom must be adequately organized and conducive enough in terms of accommodating the necessary resources and facilities. Consequently, using appropriate resource materials with proper facilities may heighten the good management of self-contained classroom teaching approach.

To sum up, we have seen so far that how self-contained teachers are prepared through pre-service and in-service trainings, the curriculum design as the basic compulsory document and the teaching materials preparation, and also the resources and facilities for self-contained classroom teaching approach at the global level. So, as this research paper is conducted in Addis Ababa, Ethiopia- it is essential to examine how self-contained classroom teaching approach looks like in the Ethiopian context for further information. Thus, in the following section views and practices of self-contained classroom teaching approach in the Ethiopian context are discussed in some detail.

2.1.3 Views and Practices of Self-Contained Teaching Approach in the Ethiopian Context

2.1.3.1 Views of Self-Contained Classroom Teaching in the Ethiopian Context

In Ethiopian context, there are two major views about self-contained classroom teaching approach. With regard to the positive view, there are some people who strongly advocate of the importance of self-contained classroom teaching approach as opposed to departmentalization for lower Ethiopian primary school children. To make this idea clear, according to the information obtained from Hussen's (2001) research findings, some self-contained classroom teaching advocators have argued that it is cost effective as it requires fewer teachers to run the program. It also provides greater flexibility in daily teaching program. They (i.e Hussen's research participants) further say that one subject can be related and integrated to another, i.e it allows the integration of the child's educational

experience into a meaningful whole. They also point out various limitations of departmentalization. For example, departmentalized teaching program prevents integration of subject matter. This is to mean that it disregards the fact that the individual is an organic being who can not be framed at piecemeal learning to many persons, e.t.c.

Further more, according to Azeb (1998:299), there are people who think that self-contained classroom teaching approach is the best approach for Ethiopian primary school children. The reason they have mentioned is Ethiopian children can best learn the integrated lessons at school since their teachers closely know and understand the students and ultimately alleviate students' problems.

On the contrary, there are other people who do not support self-contained teaching approach. To substantiate this idea, from Hussen's (2001) research findings one may understand that about 80.91% of the research participants in Dessie primary schools hold the opinion that self-contained classroom teaching approach should be abandoned soon because it has serious drawback as compared to its advantages in Ethiopian context.

In addition, other Ethiopian researchers, such as Teshome (1988), Shewaye (1999) and Abebe (2001) found out in their respective studies that most of the self-contained teachers and school managers do not have positive feelings towards the self-contained classroom teaching approach. For instance, Abebe Ahmed (2001) has found out in his research that more than half of his research subjects do not support self-contained classroom teaching approach. The major reasons they (Abebe's subjects) mentioned were the following: teachers and school managers assigned for are not well trained; there are no enough resource materials and facilities. For them, this approach should not be used in Ethiopia unless all the necessary elements mentioned above are fully employed. Likewise, Shewaye (1999) identified her research subjects' views towards self-contained classroom teaching approach. Most of the subjects reported that they do not have positive outlook towards self-contained teaching approach. This happened due to the poor management system of the regional education bureau to implement the self contained classroom teaching approach.

2.1.3.2 Practices of Self-Contained Classroom Teaching Approach in Ethiopian Context

The attempt to introduce the self-contained classroom teaching practice is not a new phenomenon in Ethiopian primary education (Alemayehu, 2002:49). It was introduced for the first time in July, 1963 by the then Ethiopian Ministry of Education and Fine Arts (MOEFA).

The plan to practice self-contained then was to cover the entire primary school grades (i.e from grade 1 through 6) in 1968. According to the assessment made by Elefachew (1972:3) out of the 23 government elementary schools in Addis Ababa, the then officials tried to arrange the self-contained classroom into practices in: four schools for grade one only, five schools for grade one and two only, two schools for grades one, two and three only and the remaining twelve elementary schools did not use it at all which counts 45% of the total. This implies that self-contained classroom teaching approach was not properly practiced in the then elementary schools found in Addis Ababa.

When we see the current self-contained set up in Ethiopian context, it is limited only from first cycle primary education (i.e from grade 1-4). Here, many teachers are assigned to teaching in self-contained classes. In this regard, a single teacher is responsible for one class taking care of teaching all subjects the whole day. They are required to teach all the subjects regardless of whether they had any pervious training (Derebssa, 2001:184). Currently, the self-contained classroom teaching approach is fully practiced in all the government first cycle primary schools as differently as it was practiced in the late 1960's and early 1970's in Ethiopia.

Generally speaking, there are many problems observed since the introduction of self-contained classroom teaching approach in Ethiopia (Yalokwu, 2001; Girmay, 1998; Elefachew, 1972; Derebssa, 2001; and others. According to Yalokwu (2001:114-116), for example, the major problems observed in the implementation of self-contained classroom teaching approach are very many. Some of them are the following: shortage of qualified

teachers remains a crucial problem affecting quality of education in primary schools, in most primary schools there is inadequate teaching facilities like charts, models, and other related teaching aids are not commonly available in schools, low teacher motivation and commitment, lack of managerial competence (i.e some of the school managers do not have the professional competence required for pedagogical leadership and control), and the like.

Thus, according to Yalokwu (2001:116-118), to minimize the major problems observed above some strategies as solutions have been sought. Some of them are: upgrading unqualified primary school teachers through in-service trainings and related ones, providing adequate teaching facilities as possible, improving the conditions of service of teachers, offering management courses for school managers to make them more productive in their managerial tasks.

More specifically, for Elefachew (1972:49), the major problem disclosed by the school principals in implementing the self-contained classroom teaching approach were mainly attributed to the following reasons: lack of competent and qualified teachers to handle the self-contained classroom, teachers' lack of interest in being responsible for the total instruction of a given classroom for the whole school day and for the whole academic year, parents' objection to the assignment of a one-teacher per-class to teach their children all subject areas that the teacher may not be a specialist in, lack of equipment in the school to promote self-contained classroom practice, and finally inability of the educational administration to provide help regarding difficulties selected to proper implementation of the proposal.

The solution sought to alleviate the problems observed then particularly for shortage of qualified teachers, the then Ethiopian government (i.e the government led by Emperor Haileselassie-I) tried its level best to get assistance from the American experiences in staff utilization. However, it was not successful as the entire exercise of the approach was abandoned following the Ethiopian Revolution in 1974 (Alemayehu, 2002:52).

Ambissa (2001:333) also identified the major problem during his study on the practice of offering pre-service training for primary school teachers was insufficient. This is to mean that the trainings the would be teachers received during first year of teaching was inadequate. It was also found out that the training process lacked some important practical training components which characterize teaching behavior modeling, practice, feedback and reflection on action. Moreover, the ICDR's (2002:219) study discloses that teachers do not think their pre-service training fits with what they are doing in the classroom. This means, there is a great deal of disparity between what teachers receive in the TTI and what they face on the ground.

Thus, both Ambissa (2001:341) and ICDR (2002:238) comment to minimize the above major problem in the same way. That is, both forward the solution that instructors teaching in Teachers Training Institutions need to critically understand how to produce professionally fit teachers, who are generalist, teaching integrated subject areas.

To conclude, the observed problem during the implementation of self-contained classroom teaching approach in Ethiopia starting from the early 1970's, up to 2006 are basically serious ones. And this research will also find out some more things hindering the self contained classroom approach.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Type

This study focused on the management of self-contained classroom teaching approach in some selected primary schools in Addis Ababa. To conduct this study the researcher used the descriptive survey method. The reason to choose this research type was that it is assumed to be helpful to explore the major factors influencing the study under investigation.

3.2 Sources of Data

The main sources of data for this research were the actual self-contained teachers and the school management bodies, such as directors, vice-directors and unit-leaders of the selected sample schools. In addition, the self-contained teaching approach co-ordinators in Addis Ababa Education Bureau and students' parents were taken as the supplementary sources of data.

3.3 Sampling Size and Sampling Techniques

According to the information obtained from Addis Ababa Education Bureau (2000 E.C), there were 94 primary schools in Addis Ababa city government. There were also 2264 self-contained classroom teachers including school management bodies (i.e. directors, vice-directors and unit-leaders) working in these primary schools. Thus, in order to manage the study properly, the researcher took samples from the aforementioned total populations as follow.

3.3.1 Sampling Size

Ten sample primary schools, i.e. taking one from each sub-city, were selected to conduct this study. From each selected school, all the available school management bodies were

selected. In this regard, ten directors, eighteen vice-directors and twenty-six unit leaders were taken as the subjects of this study, which in total were fifty-four.

With regard to the actual self-contained teachers including the subject head teachers, sixteen teachers were selected from each sample school. This is to mean that four teachers from each grade level (i.e. from grade 1 up to 4 = 4 x4 = 16) were selected. As the information obtained from the sample schools tells to the present researcher that the number of self-contained teachers in all the sample schools varies from 31 -37. Thus, one hundred sixty self-contained teachers were selected altogether from all sample primary schools in Addis Ababa.

Therefore, there were two hundred fourteen (i.e. 54 school management bodies and 160 self-contained teachers) sample subjects altogether who participated in this study actively.

3.3.2 Sampling Technique

Various sampling techniques such as lottery method, availability sampling technique and systematic sampling technique were employed to conduct the study.

To select the ten sample schools for this study, the researcher employed the lottery method as a sampling technique. This means, the names of all primary schools in each sub-city in Addis Ababa were written on a paper. Then one piece of paper was drawn at a time to select one sample school. Therefore, by using the same procedure stated above all the ten sample primary schools were chosen.

In selecting of the school management bodies, such as directors, vice-directors and unit-leaders-availability sampling technique was used because of their (school management bodies) manageable size. This means, all the directors, vice-directors and unit-leaders in the ten sample primary schools were taken as the subjects of this study.

In selecting the sample self-contained teachers, the researcher employed the systematic sampling technique, i.e. taking every n^{th} list of names, i.e. teachers' names first listed down according to their alphabetical order. Then, the researcher selected the self-

contained teachers for each grade level from five sample primary schools by taking every 2nd list of names starting from the top to bottom (i.e. A - Z), where as from the remaining five sample primary schools, the researcher took every 2nd list of names starting from the bottom to top (i.e. Z - A). This was purposely done in order not to ignore those self-contained teachers whose names begin with the last letters in English alphabet like W,Y and Z.

N.B: The following table can summarize the sampled schools and population (i.e. teachers and school management bodies) for further information:

No	Name of school	Sub-city	Selected teachers	School management bodies		
				Director	V. director	U. leader
1	Hibret Firre Primary School	Yeka	16	1	2	3
2	March 8 Primary School	Bole	16	1	2	2
3	Dil Betigil Primary School	Gullele	16	1	2	3
4	Menelik-I Primary School	Arada	16	1	2	3
5	Finfine Primary School	Kirkos	16	1	2	3
6	Eshet Primary School	Addis Ketema	16	1	2	2
7	Filiphos Primary School	Kolfe-Keranyo	16	1	1	3
8	Tesfa Kokeb Primary School	Lideta	16	1	2	2
9	Furry Elementary School	Akaki-Kaliti	16	1	1	2
10	Fitawrari Lake Adgeh Primary School	Nifas-Silk	16	1	2	3
	Total	**10**	**160**	**10**	**18**	**26**

3.4 Instruments of Data Collection

So as to achieve the objectives of the study, the following instruments of data collection were used.

3.4.1 Questionnaire

Two questionnaires were prepared to conduct this study. The first one was designed for school management bodies. This was used to gather relevant information from the school management bodies on various issues related to the management of self-contained classroom teaching system. For instance, to what extent they were aware of the principles and general aim of self-contained classroom teaching, school management bodies' roles

in implementing the system and also on those major factors affecting the management of self-contained teaching system in general. The second one was designed for both the subject head and self-contained teachers.

Both questionnaires were prepared based on the basic research questions. This means, the questions in each questionnaire were divided into seven sections. The first section was asking for general information and the remaining six sections were put accordingly as there were six basic research questions. In both questionnaires, there were some open-ended and many close-ended questions.

Here, the two questionnaires used as the major data gathering instruments were first tested before directly applying them to the actual data gathering process of the main study. Thus, both of them were piloted into two primary schools in Addis Ababa. These two schools were not taken as the sample primary schools for the main study. In this regard, nine school management bodies and sixteen teachers participated in the pilot survey. Thus, with the responses obtained from the respondents of the pilot survey, some relevant modifications (i.e. first the questions were not designed based on the chronological order of the basic research question but after the pilot survey they were designed based on the basic research questions) were made in the two questionnaires. Therefore, some of the questions which were found to be unclear for the respondents and irrelevant to the study were modified and deleted respectively.

3.4.2 Classroom Observation

The main purpose of conducting classroom observations was just to see to what extent teachers were professional enough in maintaining effective classroom management using the available teaching aids, in line with the general principles of self-contained classroom teaching system. Considering this as a frame of reference, the researcher conducted six consecutive classroom observations while self-contained teachers were teaching their students. The researcher observed the classes using the observation checklist.

The other purpose of conducting the six consecutive observations was just to triangulate the information given in the two questionnaires.

3.4.3 Interview

The third data gathering instrument which was used in this study was an interview. The researcher interviewed four co-ordinators of self-contained teaching approach then working in Addis Ababa Education Bureau. Besides, twelve students' parents were interviewed. The interview focused on the general aim of self-contained classroom teaching approach and the related issues. Basically, this instrument was used in order to enrich the information obtained through the first two data collection instruments stated earlier. The interview questions designed for Addis Ababa Education Bureau self-contained co-ordinators and for students' parents are presented in Appendix – C and Appendix – D respectively.

3.5 Data Collection Procedure

Firstly, the major data was gathered by making use of the two questionnaires which were used to assess the extent of subjects' awareness on the general aim of self- contained teaching approach, their (subjects') roles in implementing the teaching system, and the major factors affecting to manage self-contained teaching approach. All the school management bodies and teachers who were told to fill questionnaire -1 and questionnaire -2 respectively, did so properly and then returned both questionnaire sheets to the researcher.

Next, the second part of data gathering process was carried out by using observation as data collection tool. Six consecutive observations were carried out altogether in six sample primary schools. As a result, it was possible to observe those major factors affecting the management of self-contained classroom teaching approach to some extent. The researcher used the observation check-list (in Appendix– E) when conducting all the six consecutive observations.

Finally, the third data gathering process was carried out using an interview as a data gathering instrument. In the first place, the researcher interviewed those self-contained classroom teaching approach co-ordinators working in Addis Ababa Education Bureau based on the questions listed under Appendix- C. Following this, twelve students' parents were interviewed by asking one general question (in Appendix- D). This was done so as to enrich the information obtained using the aforementioned data collection instruments.

3.6 Method of Data Analysis

After carefully gathering the appropriate data from all subjects of the study using the four instruments of data collection stated under section 3.4, all the data were analyzed by making use of different statistical tools and narration. Thus, frequency counting percentage, mean, and description of some qualitative data were used to analyze and describe the data. In this respect, the mean value was calculated in the data analysis section for some tables by multiplying the number of respondents and the value given for each response of the items, such as strongly disagree, disagree, undecided, agree, strongly agree, always, very often, sometimes, rarely and never. The grand mean value was also calculated by adding up all the single mean values and then divided by the total number of items included in the table. Finally, based on the findings obtained in chapter four (i.e. in the Results and Discussion Part), summary, conclusions and recommendations were offered.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter examines and discusses the major findings obtained through the data collection instruments which are mentioned in chapter three (i.e. Methods of the Study). These are questionnaires (Appendix – A and Appendix - B), observation and interview.

Therefore, in order to address the specific objectives stated in the first chapter, the data collected from all subjects (i.e. from school management bodies and teachers) were analyzed by making use of frequency counting percentage, mean and description of some qualitative data. For the sake of clarity, the collected data were first presented, then interpreted and finally analyzed based on the chronological order of the basic research questions. Besides, in each section, discussion follows the presentation and interpretation of the results obtained.

4.1 Subjects' Personal Information (Characteristics of Respondents)

4.1.1 School Management Bodies' Personal Information (Issues)

In order to see the school management bodies' active role in managing the system, they were asked to give genuine information about their sex, age, service year and level of education as these personal issues may have their own roles in one way or the other for managing school activities. The following responses were given by the school management bodies (i.e. directors, vice-directors and unit-readers).

Table 1: School Management Bodies' Responses on their Personal Issues

A. Sex	**Number of respondents**	**Percent**
Male	41	75.93
Female	13	24.07
Total	54	100
B. Age	Number of respondents	Percent
Below 20	2	3.70
20 - 29	22	40.74
30 – 39	13	24.07
40 – 49	8	14.82
50 and above	9	16.67
Total	**54**	**100**
C. Years of Service	**Number of respondents**	**Percent**
1 – 5	16	29.63
6 – 10	8	14.81
11 -15	5	9.26
16 – 20	4	7.41
21- 25	4	7.41
26 -30	5	9.26
31 and above	12	22.22
Total	**54**	**100**
D. Level of education	**Number of respondents**	**Percent**
TTI	16	29.63
Diploma	31	57.40
First degree	4	7.41
If it is different from stated above	3	5.56
Total	**54**	**100**

From the above Table (1), one can simply see that four subjects' personal issues are summarized and presented in table. Thus, if we look each part in Table (1), it will be more clear.

So, if we examined part 'A' which presents about the 'sex' of the school management bodies, the majority, i.e. 41 (75.93%) of them were males while only 13 (24.07%) of them were females assigned to manage the school activities. This implies that males have been practicing the management positions for a long period of time as history reveals. Besides, the result may show dominance of males over females due to the cultural influences and

other related factors. This is to mean that from personal experience most males think that females are not effective to carryout managerial activities.

Coming to part 'B' under Table – 1, discusses about respondents' age, it has been found out that the majority of the school management bodies. i.e. 22 (40.74%) were in the range of 20 – 29 years of age. This may indicate that most of them did not have enough experience for management positions. It is assumed that if those people assigned for management posts are well above 35 years of age, it will be advantageous to settle effective management in any working situation, particularly in schools where they demand devoted and skilled managers.

Regarding part 'C' telling about subjects' service year in Table – 1, 16 (29.63%) out of the sample population (54) had served from 1 to 5 years while 12 (22.22%) of them served for 31 and above years. Other respondents constituting the remaining numbers i.e. 26 had from 6 – 30 service years. This may indicate that most of the respondents served for few years so that it is hard to expect these people to carryout their managerial roles as it is expected. This is because if one has served for a number of years, he/she is expected to learn a lot from life and experience so that he/she can be a good educational manager (Bull and Shirley, 1963).

When we see part 'D' in Table – 1, presenting the educational level of the respondents, more than half, i.e. 31 (57.40%) of the school management bodies were at the diploma level even though there were few i.e. 4 (7.41%) individuals held first degree. This may show that there were no enough well trained professionals for management positions. As it is well known, schooling demands well-trained managers who are devoted and skillful for their professions. They are also expected to outsmart the people they administer in their level of understandings. This most often comes in to practice through the advancement of one's level of education.

4.1.2 Teachers' Personal Information (Issues)

As the nature of implementing self-contained classroom teaching system can be associated with teachers' sex, age, service years and their level of education, they were asked about these issues. The following responses were forwarded by the sample teachers.

Table 2: Teachers' Responses on Their Personal Issues

A. Sex	Number of respondents	Percent
Male	46	28.75
Female	114	71.25
Total	160	100
B. Age	Number of respondents	Percent
Below 20	3	1.87
20 - 29	63	39.38
30 – 39	22	13.75
40 – 49	30	18.75
50 and above	42	26.25
Total	**160**	**100**
C. Years of Service	**Number of respondents**	**Percent**
1 – 5	62	38.75
6 – 10	6	3.75
11 -15	12	7.70
16 – 20	11	6.88
21- 25	18	11.25
26 -30	26	16.25
31 and above	25	15.62
Total	**160**	**100**
D. Level of education	**Number of respondents**	**Percent**
Below 12th grade		-
12 grade completed	28	17.50
TTI Certificate	115	71.88
Diploma	17	10.62
Total	**160**	**100**

As can be seen from Table – 2 above, four issues, i.e. sample teachers' sex, age, service years and level of education like what has been done for school management bodies in the previous Table (1) are included. If we see at part 'A' – 'sex' in Table – 2 the majority i.e.

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As can be seen from Table – 2 above, four issues, i.e. sample teachers' sex, age, service years and level of education like what has been done for school management bodies in the previous Table (1) are included. If we see at part 'A' – 'sex' in Table – 2 the majority i.e.

114 (71.25%) of the sample teachers were found to be females, where as only 46 (28.75%) were males. It is likely very important that the nature of self-contained classrooms are to be home like (Chahin, 1988). This is to mean that most of the time, at homes mothers is seriously responsible as compared to fathers (males) to look after the small children. For this reason, the finding indicates that it may create a healthy condition for self-contained students. As most of the teachers were female ones, students may consider these teachers as their immediate nurses (i.e. their mothers). This was also proved during observations. However, one thing to be noted here is that, it is also true that there are some committed and enthusiastic male self-contained teachers who treat students (i.e. young children) fatherly. Therefore, they have to encourage taking part in this system of teaching, too.

Referring part 'B' – age, in Table – 2, it is realized that the majority of the teachers, i.e. 63 (39.38%) were found in the range of 20 – 29 years of age. This may indicate that they are in their young age with full energy but they may be with less life experience unless they have been taught in academic institutions well. However, with the second highest portion, there were 46 (26.25%) teachers who had better life experiences included in the category of 50 and above years of age. Similarly, a small portion of sample teachers, i.e. 30 (18.75%) were found to be between 40 and 49 years old. In general, the majority of the teachers were between 20 – 39 years of age. This may imply that a large majority of the teachers were in an active working age which is beneficial to the young children attending in the self-contained classrooms.

With regard to the professional experience of teachers (i.e. years of service in teaching profession) part 'C', most of the teachers, i.e. 62 (38.75%) of them had not served for many years. This means, they served only below five years. This may show that they were relatively fresh to teaching profession. However, there were only 51 (31.87%) sample teachers who had served for 26 and above years. On the other hand, only very few 6 (3.75%) teachers were found out to serve from 6 – 10 years. The rest lie among 11 to 15 (7.70%), 16 – 20 (6.88%) and 21 – 25 (11.25%) years of service. Hence, significantly

high proportion of the sample teachers were categorized in the group who had served from 1 to 5 years, lately joined to the teaching profession.

Coming to the last part 'D' – the level of teachers' education, in Table – 2, the majority, i.e. 115 (71.88%) of the teachers were Teacher Training Institute (TTI) graduates at the certificate level. However, only 28 (17.50%) and 17 (10.62%) of them were 12th grade completed and diploma holders respectively. This may, therefore, imply that almost all of the sample teachers had the required qualification to teach first cycle primary grades, i.e. the self-contained classroom teaching system.

4.2 General Awareness on Self Contained Teaching and Rating its Contribution

4.2.1 Subjects' General Awareness on the Aim of Self-Contained Classroom Teaching System

So as to know to what extent the subjects of the study were aware of the importance and the general aim of self-contained classroom teaching system, the following three major points which are presented in Table – 3 were included in the questionnaire. The analysis of the data on this variable is presented in Table – 3 as under.

Table 3: Subjects' Responses on Helpfulness of Self-Contained Classroom Teaching System

Items	School management bodies		Teachers	
	Number of respondents	%	Number of respondents	%
a. It helps to use teachers properly	17	29.38	29	18.12
b. It enables teachers to help students closely	25	47.50	49	30.63
c. I don't think it gives a better service	12	23.12	82	51.25
Total	**54**	**100**	**160**	**100**

In the Table (3) above, the sample management bodies expressed their general awareness on the three major points discussing about self-contained classroom teaching system. In doing so, most of the respondents, i.e. 25 (47.50%) reported that self-contained classroom teaching system enables teachers to help students closely. Furthermore, some respondents constituting 17 (29.38%) said that they were well aware in the sense that self-contained classroom teaching helps to use teachers properly. On the contrary, few sample school management bodies, i.e. 12 (23.12%) replied that they do not think that the self-contained classroom teaching system gives a better service as compared to the previous teaching method used for first cycle primary school (i.e. departmentalization).

This may imply that there were some individuals who have been assigned in the school management positions even though they did not well accept the nature and the general aim of self-contained classroom teaching system to the extent that they may be right.

When we look at the sample teachers' responses in the same Table 3 above, more than half, i.e. 82 (51.25%) of them reported that they do not think that self-contained classroom teaching system gives a better service as compared to departmentalization which was used in old days. This teachers' response largely contradicts with what the school management bodies reported. This is to mean that there is a difference between the responses obtained from the two sample subjects of the study.

This may show that the way both subjects perceive the aim and nature of self-contained classroom teaching system is quite different. Thus, the researcher strongly believes that this situation needs further investigation.

4.2.2 Rating the Contribution of Self-Contained Classroom Teaching System for Educational Management Duties

In order to see the contribution of self-contained classroom teaching system for educational management duties, subjects were asked to rate using the four rating scales given in Table – 4 below.

Table 4: Subjects' Responses on Rating the Contribution of Self-Contained Teaching System as Compared to the Teaching Method used Earlier, to do Educational Management Duties

Rating scales	School management bodies		Teachers	
	Number of respondents	%	Number of respondents	%
Very good	17	31.88	19	11.88
Good	25	46.88	34	21.25
Satisfactory	5	8.12	39	24.37
Poor	7	13.12	68	42.50
Total	**54**	**100**	**160**	**100**

As the results depicted in Table – 4 show, the majority i.e. 25 (46.88%) of the school management bodies rated that the contribution of self-contained classroom teaching system to carryout the educational management duties as compared it with departmentalization teaching method was found to be 'Good' while only 7 (13.12%) out of the total sample population rated the contribution as 'poor'. Others constituting 17 (31.88%) and 5 (8.12%) also rated its contribution as 'very good' and 'satisfactory' respectively.

The above results indicate that a relatively larger number of respondents (i.e. school management bodies), 25 (46.88%), rated the contribution of self-contained teaching system for educational management duties positively. On the contrary, there were some sample school management bodies rating the contribution of the system under study for educational management duties negatively even though they were small in number.

Coming to the teachers' responses in this regard, the majority, i.e. 68 (42.50%) of them rated the contribution as 'poor' while only19 (11.88%) rated its contribution as 'very good'. This may show that the rating increases while going from strongly positive (i.e. very good) to strongly negative (i.e. poor) rating scales.

This may imply that most of the actual self-contained classroom teachers have not been willing to teach in self-contained classrooms as they rated its contribution to contradict with what Franklin (1967) comment. He said that to manage the self-contained teaching approach properly, only those teachers who are potentially fit and like to teach all the subjects they claim should be assigned. As a result, they can create productive citizens. This is because creating productive citizens demands being dedicated to the system used. This also means that if teachers do not like the system, they will remain in different so that students will get idle.

Two exactly similar open-ended questions were also included in both questionnaires to answer the first basic research question. The main theme of the questions were addressing to what extent both subjects of the study internalized the general aim and features of self-contained classroom teaching system. Hence, when the researcher checked the subjects' responses on these two open-ended questions from the two questionnaires, most of them did not write anything what they know about self-contained classroom teaching system. This means, they simply left the open-ended questions unanswered. Besides, what makes the researcher surprised in this regard was, the two questionnaire items were prepared in Amharic in order to help the subjects to express their feelings without any problem.

However, only few respondents from both groups tried their best to explain their feelings in written form that to what extent the general aim of self-contained classroom teaching system is clear to them. So, these few individuals stated that the characteristic features and the general aim of self-contained classroom teaching system have been clear for them to some extent.

4.3 The Roles/Duties Subjects Play to manage Self-Contained Classroom Teaching System

4.3.1 The Ways How the School Management Bodies assign Self-Contained Classroom Teachers

So as to distinguish the ways the school management bodies follow in assigning teachers, the following three items (major duties) listed under Table – 5 were included in the questionnaire (please see Appendix - A). Table – 5 presents the data relevant to this variable.

Table 5: School Management Bodies' Responses on How Teachers are assigned

Items (Major duties)	Responses	
	Number of respondents	Percent
a. Assigning teachers by their interest	16	29.63
b. Assigning teachers by school management decision	30	55.56
c. Assigning teachers by lottery method	8	14.81
Total	**54**	**100**

The above Table (5) depicts that more than half, i.e. 30 (55.56%) of the school management bodies responded that the actual self-contained teachers have been assigned by the school management decision. They further explained that when the school management played this major role, it has followed the major requirements or criteria set. This means, teachers have been assigned to teach in the self-contained classroom teaching system so long as they have taken proper trainings.

Some 16 (29.63%) school management bodies reported that teachers were assigned to teach in the system under study based on their interest. This finding supports with what Franklin (1967) points out in the review of related literature. He says that only those interested teachers have been assigned for self-contained classroom teaching system.

Very small group, 8 (14.81%), out of the school management bodies also replied that self-contained teachers were usually assigned by lottery method if there is no prompt solution to solve the existing problem (i.e. shortage of qualified teachers).

4.3.2 The Decision the School Management Bodies made If Teachers have been transferred or being absent

To explore the major decisions that the school management made when teachers have been transferred to another working places or being absent. Various statements were included in the questionnaire (please see Appendix - A) reflecting the major duties of school management bodies. And, the following results were found as shown in Table 6 below.

Table 6: School Management Bodies' Responses on the Decision They made When the Self-Contained Teachers have been transferred to Another Working Places or being absent

Items (Major duties)	Responses	
	Number of respondents	Percent
a. Waiting until another teacher is assigned	15	27.78
b. Announce to hire teachers	-	-
c. Assigning teachers who are free at the moment	39	72.22
Total	**54**	**100**

The above Table (6) shows that the large majority i.e. 39 (72.22%) of the school management bodies said that the school management bodies have normally assigned teachers who are free at the moment if the actual teachers have been transferred or being absent. Where as only 15 (27.78%) of the remaining respondents told that they could not do anything except waiting until another teachers are assigned. When this happened, students have been told to play in their respective classroom or they may be taken to another class to learn together with their grade mates. Here, the researcher came to realize that there was no response given on the second item listed in Table – 6, which is read as

"Announce to hire teachers." This implies that the school management bodies do not have authority to announce vacancies so as to hire the needed teachers.

The above major finding, which says "assigning teachers who are free at the moment", may create its own serious problem in the implementation of the teaching-learning process. This means, teaching demands careful preparation before coming to the class. So, it is obvious that the teachers assigned for a while as they are free for the time being, they do not know what to teach and how to keep the classroom management. For this reason, if such kind of situation happens for consecutive working days it may mark students' future life blank. In this regard, this finding contradicts with the suggested view in the review of related literature by Sherif (1999). He said that the teacher has to come to class well prepared. It is only in this manner that teachers can carryout their responsibilities accordingly.

One open-ended question was also added in the questionnaire (please see Appendix - A) in order to answer the 2nd basic research question. This open-ended question invited subjects to state the major roles they have played for effective management of self-contained classroom teaching system. So, few of them wrote that they checked whether teachers have carried out their responsibilities as they are expected or not.

4.3.3 The Major Roles of Self-Contained Teachers

In order to answer the second basic research question regarding the major roles self-contained teachers played, the following six major roles are included in table 7.

Table 7: Teachers' Responses on the Major Roles They play in Implementing Self-Contained Classroom Teaching

Items (Major roles)	Frequency										Total		Mean
	Always (4)		Very often (3)		Sometimes (2)		Rarely (1)		Never (0)				
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	X
a. To have enough time to help students	16	10.00	22	13.75	56	35.00	59	36.88	7	4.37	160	100	1.88
b. To use the class time effectively	3	1.88	11	6.89	42	26.25	26	16.25	78	48.75	160	100	0.98
C. To give different exercises and check	24	15.00	27	16.88	20	12.50	66	41.25	23	14.37	160	100	1.89
d. To address students by their names	17	11.25	21	13.12	38	23.75	72	45.00	11	6.88	160	100	1.77
e. To use teaching aids easily available in the school	6	3.75	13	8.12	36	22.50	41	25.63	64	40.00	160	100	1.10
f. To prepare tests and check, then return them to students properly	24	15.00	42	26.25	33	20.62	27	16.88	34	21.25	160	100	1.97
g. To check the prepared test by the subject head teacher before directly dispatching them to exam rooms	9	5.62	13	8.13	54	33.75	36	22.50	48	30.00	160	100	1.37
												Grand mean	1.56

According to the response of teachers in Table (7), one can see that the major expected roles done by teachers in order to manage self-contained classroom teaching system were not carefully implemented as the results show in Table – 7. For example, the mean value for item – a is x = 1.88. This shows that the result is just below 2 but inclining to 'sometimes'. This means, teachers do not have enough time to help students in the classroom, they only try to have enough time to help their students for sometimes.

Besides, if we look item b, the least result obtained among others, the result is just below 1 which falls on 'rarely' as a reference point. The result indicates that most of the teachers 'rarely' used their class time effectively. Furthermore, if we look item e, it is also approaching to 1, 'rarely'. This implies that most of the sample teachers did not use the teaching aids easily available in the school when they teach their students. Above all, if we see the grand mean value; i.e. $x = 1.56$, it tells us that it is found between 'sometimes' and 'rarely' which connotes negative implication.

This situation, in general, indicates that sample teachers did not play the roles they are expected to. This may happen due to various reasons. Among the reasons, they mentioned were the following: lack of proper assistance from the school management side, lack of facilities in the school, lack of recognition from the concerned bodies and the like.

4.4 Internal Supportive Mechanisms to implement Self-Contained Classroom Teaching System

In order to sort out the major internal supportive mechanisms which are valuable to implement self contained classroom teaching system as it is expected, the following internal supportive mechanisms are listed in Table 8 below. Both subjects (school management bodies and teachers) were asked on this variable. The following results were found as they are shown below.

Table 8: School Management Bodies' Responses on Internal Supportive Mechanisms to implement Self-Contained Classroom Teaching System

A. Availability of textbooks and other teaching materials	**Responses**	
	Number of respondents	**Percent**
a. Fully available	13	24.07
b. partially available	35	64.82
c. Available at the very low rate	6	11.11
Total	**54**	**100**
B. The assistance offered by the school management	**Number of respondents**	**Percent**
a. The school offers full assistance	15	27.78
b. The school offers assistance to some extent	29	53.70
c. the mission (role) of the school management is not clear	7	12.96
d. It is difficult to give genuine answer	3	5.56
Total	**54**	**100**
C. Pre-service training or in-service training about self-contained teaching system	**Number of respondents**	**Percent**
a. Yes, training is given to all	13	24.07
b. Training is given to some of them	24	44.44
c. No training has been given so far	8	14.82
d. I have no information about it	9	16.67
Total	**54**	**100**

In the Table – 8 above, three major internal supportive mechanisms are listed. If we start looking from the first part 'A' referring about the availability of textbooks and other teaching materials in the schools, the majority i.e. 35 (64.82%) of the school management bodies reported that textbooks and other teaching materials are partially available. Coming to the assistance offered by the school management to the academic staff, more than half i.e. 29 (53.70%) of the respondents replied that the school management offers assistance to its subjects to some extent. If we also look the last part 'C' discussing about pre-service and in-service trainings about self-contained teaching system, the relatively large majority, 24 (44.44%) of them reported that training was given to some of the self-contained teachers.

Few school management bodies also gave responses for the open-ended question designed. They simply said that the school did not have well organized internal supportive mechanisms. Which this ultimately affects the management of self-contained classroom teaching system.

Table 9: Teachers' Responses on Internal Supportive Mechanisms to implement Self-Contained Teaching System

A. Availability of textbooks and other teaching materials	**Responses**	
	Number of respondents	**Percent**
a. Fully available	17	10.62
b. partially available	59	36.88
c. Available at the very low rate	84	52.50
Total	**160**	**100**
B. The assistance offered by the school management	**Number of respondents**	**Percent**
a. The school offers full assistance	20	12.50
b. The school offers assistance to some extent	37	23.12
c. the mission (role) of the school management is not clear	97	60.63
d. It is difficult to give genuine answer	6	3.75
Total	**160**	**100**
c. Pre-service training or in-service training about self-contained teaching system	**Number of respondents**	**Percent**
a. I have got full training	19	11.88
b. I have got training for sometimes	22	13.75
c. I haven't got any training so far	89	55.62
d. I do not like to give a response	30	18.75
Total	**160**	**100**

As can be seen from the Table (9) above, once again the three major internal supportive mechanisms are listed as it is seen in the previous Table (8). Here the context is a little bit different as they present the responses of self contained teachers Looking in to the first part 'A', 84 (52.50%) of the teachers replied that the availability of textbooks and other teaching materials was at the very low rate. Similarly, 97 (60.63%) of sample teachers

reported that the mission (role) of the school management was not clear. They were also asked about pre-service and in-service trainings whether they had been given the opportunity or not. And, more than half, 89 (55.62%) of them said that they have not got any professional trainings so far.

This indicates that most of the teachers did not get proper assistance or help from he school's internal supportive mechanisms as the schools may not give due attention to this variable.

Most of the teachers seriously stated to the open-ended question asked in this section that the internal supportive mechanisms in their respective schools were not promising and motivating them to remain in the teaching profession.

4.5 Subjects' Views on Self-Contained Classroom Teaching

4.5.1 Views of School Management Bodies on Self-Contained Classroom Teaching

To see the views school management bodies on the self contained classroom teaching system, six major items (views) designed based on the review of related literature were included in the questionnaire. The following results were also found.

Table 10: School Management Bodies' Views about Self Contained Classroom Teaching System

Items	Frequency										Total		Mean
	SD (1)		D (2)		UD (3)		A (4)		SA (5)				
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	X
a. Self-contained classroom teaching system does not give enough time to prepare the lessons	13	24.07	14	25.93	9	16.67	8	14.81	10	18.52	54	100	2.78
b. The system is not suitable to teach all the subjects equally	10	18.52	9	16.67	10	16.52	16	29.62	9	16.67	54	100	3.09
c. Most of the teachers are not willing to teach in self-contained classroom	17	34.48	11	20.37	7	12.96	9	16.67	10	18.52	54	100	2.70
d. Self-contained classroom teaching approach does not bring change on students' academic performance as compared to departmentalization	19	35.19	10	18.52	13	24.07	8	14.81	4	7.41	54	100	2.41
e. The self contained classroom facilities are not well balanced with the number of students	7	12.96	9	16.67	8	14.81	16	29.62	14	25.93	54	100	3.31
f. The knowledge of self contained teachers is below the standard in most subject areas	10	12.52	10	18.52	9	1667	16	29.62	9	16.67	54	100	3.07
												Grand mean	2.91

NB: The scales used above are abbreviated hereafter as follows: Strongly Disagree = SD, Disagree = D, Undecided = UD, Agree = A and Strongly Agree = SA. Besides, the values given for SD, D, UD, A and SA, to calculate the mean value for each item, are 1, 2, 3, 4 and 5 respectively.

According to Table (10) above, six major views about self-contained classroom teaching are listed. The school management bodies also gave their responses on the variable under discussion. If we see the mean value of each views, the values range from x = 2.41 to x = 3.39. This shows that the subjects' responses revolve on average results between 'Disagree' and 'Undecided'. This implies in relative terms that most of the school management bodies were in a dilemma to forward their views about self-contained

classroom teaching system positively or negatively. To check this situation it is simple enough to see the grand mean value, x = 2.91 inclining to x = 3 which refers to the scale 'undecided', dividing the two extremes.

When the school management bodies were asked whether self-contained classroom teaching system to continue as it is or not, some of them said that the system should not continue as there are no proper facilities and well-trained professionals. This finding supports with what Hussen's (2001) research findings revealed. This means, 80.91% of the research participants in Dessie primary schools hold the opinion that self-contained classroom teaching approach should be abandoned soon because it has serious drawback as compared to its advantages in Ethiopian context.

4.5.2 Teachers' Views on Self-Contained Classroom Teaching System

As school management bodies were asked to express their views on self-contained classroom teaching system, teachers' were also asked to state their views using the same views provided for school management bodies. The results of teachers' responses are shown in Table – 11 below.

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Table 11: Teachers' Views about Self-Contained Classroom Teaching System

Items	Frequency										Total		Mean
	SD (1)		D (2)		UD (3)		A (4)		SA (5)				
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	X
a. Self-contained classroom teaching system does not give enough time to prepare the lessons	14	8.75	16	10.00	15	9.37	63	39.38	52	32.50	160	100	3.77
b. The system is not suitable to teach all the subjects equally	8	5.00	13	8.13	11	6.87	54	33.75	74	46.25	160	100	4.08
c. Most of the teachers are not willing to teach in self-contained classroom	4	2.50	7	4.37	14	8.75	46	28.75	89	55.63	160	100	4.30
d. Self-contained classroom teaching approach does not bring change on students' academic performance as compared to departmentalizati on	9	5.62	10	6.25	9	5.62	81	50.63	51	31.88	160	100	4.97
e. The self contained classroom facilities are not well balanced with the number of students	2	1.25	6	3.75	4	2.50	45	28.12	103	64.38	160	100	4.51
f. The knowledge of self contained teachers is below the standard in most subject areas	21	13.12	17	10.63	7	4.37	43	26.88	72	45.00			3.81
												Grand mean	4.07

From the above Table – 11, one can see that all of the respondents agreed that they do not have positive views towards self-contained classroom teaching system. The notable checking mechanisms for this is just by looking the average mean value for each item in Table (11). This means, the least mean value is x = 3.77 which is well above the line which divide the scales, i.e. 'undecided' = x = 3.00. It is inclining to x = 4 which refers,

'Agree'. And the maximum mean value is x = 4.97 which closes to 'Strongly Agree'. In Addition to what has been said so far, the grand mean value, x = 4.07 shows the aggregate view of the sample teachers.

Moreover, all the sample teachers except three said that self-contained classroom teaching system should not continue because of the reasons mentioned in the previous Table (10). Thus, once again this finding supports with what Hussen (2001) has found out when conducting a research on teachers' views on self contained classroom teaching in some selected primary schools in Dessie.

4.6 The Major Problems Affecting the Implementation of Self-Contained Classroom Teaching System

In order to identify the major problems affecting the implementation of self contained classroom teaching subjects were asked to mention the notable problems that they think are the major ones. The analysis of the data on this variable is presented in Table 12 as under.

Table 12: School management bodies' views on the major problems affecting self contained classroom teaching system

Major problems	Frequency										Total		Mean
	SD (1)		D (2)		UD (3)		A (4)		SA (5)				
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	X
a. Enough trainings which build capacity are not given	4	7.41	6	11.11	12	23.04	19	35.19	13	24.07	54	100	3.57
b. there are no enough textbooks	5	9.26	8	14.81	9	16.67	23	42.59	9	16.67	54	100	3.43
c. There is no appropriate curriculum designed for self-contained classroom teaching system	13	24.07	16	29.62	8	14.81	14	25.93	3	5.55	54	100	2.59
d. There is no enough room matched with the number of students	17	31.48	14	25.93	6	11.11	10	18.52	7	12.96	54	100	2.56
e. There are no enough tables, chairs, and others	10	18.52	6	11.11	11	20.37	19	35.19	8	14.81	54	100	3.17
f. Students are not given enough time to exercise on different learning activities	7	12.96	4	7.41	10	18.52	18	33.33	15	27.88	54	100	3.56
												Grand mean	3.15

As the data shown in Table (12) above, the results of the items (i.e. the major problems) except item (c) and item (d), their mean values are well above 'Undecided = x = 3.00'. This shows that most of the major problems stated under Table 12 are highly affecting the implementation of self contained classroom teaching system. Among these problems in which the sample respondents considered as the most seriously ones are: item (a) and item (f), which means, enough trainings which build capacity have not been given for a long time (item- a). Besides, students were not given enough time to exercise on different learning activities (item - f).

These problems most often emanate from poor management styles. This may be true that these problems usually appear from the top level management officials.

Moreover, as the researcher interviewed some of the student's parents, among twelve of them 9 of them were not interested in their students' over all performance. This may come into being due to the problems listed under Table (12).

Table 13: Teachers' views on the major problems of self contained classroom teaching

Major problems	Frequency										Total		Mean
	SD (1)		D (2)		UD (3)		A (4)		SA (5)				
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	X
a. Enough trainings which build capacity are not given	10	6.25	15	9.37	4	2.50	32	20.00	99	61.88	160	100	4.23
b. there are no enough textbooks	12	7.50	15	9.37	2	1.25	44	27.50	87	54.38	160	100	4.12
c. There is appropriate curriculum designed for self-contained classroom teaching system	9	5.92	7	4.37	6	3.75	37	23.13	101	63.13	160	100	4.34
d. There is no enough room matched with the number of students	15	9.37	28	17.50	23	14.38	43	26.87	51	31.88	160	100	3.54
e. there are no enough tables, chairs, and others	9	5.62	10	6.25	0	0	47	29.38	94	58.75	160	100	4.29
f. Students are not given enough time to exercise on different learning activities	11	6.87	14	8.75	7	4.37	61	38.13	67	41.88	160	100	3.99
												Grand mean	4.09

From the above Table (13), it is possible to generalize that all of the sample teachers agreed on the existence of the major problems affecting the management of self-contained teaching system. This is to mean that, the mean values range from x = 3.54 to x = 4.34. The grand mean value of the variable x = 4.09 is telling that it is well above 'Agree' which counts x = 4.00. The most serious problems among others were, item (c) and item (e). This means, there is no appropriate curriculum designed for self-contained classroom teaching system and there are no appropriate tables and chairs to facilitate the teaching-learning process. Thus, these findings contradict with what Jarvis (1969:38) suggests. He wrote that appropriate furniture, several types of instructional materials and attractive physical setting should be engaged in meaningful and worthwhile learning experiences.

4.7 Solutions sought to minimize the Problems seen in Self-Contained Classroom Teaching System

In order to minimize the observed major problems in managing/implementing self-contained classroom teaching system, subjects (i.e. teachers and school management bodies) were asked to forward suitable solutions that they think are appropriate to the Ethiopian context in particular.

The 6th basic research question was raised in order to look for suitable solutions to the problems observed in implementing self-contained classroom teaching system. In this regard, both subjects were asked to state their suggestions in written form as the question prepared was an open-ended one. Based on this, both the subjects tried their best in recommending the practical solutions to alleviate the major problems. Thus, both subjects forwarded the following suggestions so as to minimize the problems. If there is a strong need to sustain the system, in the first place, creating suitable curriculum for self-contained classroom teaching system plays a remarkable role. They further comment that creating suitable curriculum does not bring change unless well-qualified and experienced teachers are assigned with the necessary resources and facilities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the summary, conclusions and recommendations of the major findings are presented.

5.1 Summary

This research was conducted in order to assess the management of self-contained classroom teaching in Addis Ababa with reference to ten selected sample primary schools where self-contained classroom teaching system was offered.

In order to address the above major objective, the following basic research questions were raised.

i. What is the level of awareness of facilitators (i.e. teachers, school managers, Addis Ababa Education Bureau Officials, Students' parents) towards the purpose of self-contained teaching approach?

ii. What are the roles played by the school management bodies and teachers for the management of self-contained classroom teaching approach?

iii. What are the internal supportive mechanisms used for the implementation of self-contained classroom teaching approach?

iv. What are the views of teachers and school management bodies towards self-contained classroom teaching approach?

v. What are the major factors affecting the lessons learned in the self-contained classroom teaching approach?

vi. What are the solutions which have been sought to overcome the problems encountered during the teaching-learning process in the self-contained classroom teaching approach?

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v. What are the major factors affecting the lessons learned in the self-contained classroom teaching approach?

vi. What are the solutions which have been sought to overcome the problems encountered during the teaching-learning process in the self-contained classroom teaching approach?

Thus, fifty four school management bodies (i.e. directors, vice-directors and unit-leaders) were selected from the ten sample primary schools in Addis Ababa city government. Besides, one hundred sixty self-contained classroom teachers including the subject head teachers from the ten research settings participated in the study. The researcher used the lottery method, the availability sampling technique and systematic sampling technique to select the ten research settings, the school management bodies and the teachers respectively. Furthermore, three data collection instruments, such as questionnaire, observation and interview were used to gather enough information so as to answer the aforementioned six basic research questions. Hence, information obtained through questionnaires, observations and interviews had been analyzed.

The data obtained from close-ended items in the two questionnaires (please see Appendix – A and Appendix - B) were first presented in tables then interpreted and finally analyzed by making use of percentages and mean values. On the contrary, the data obtained from open-ended items in both questionnaires (i.e. Appendix – A and Appendix - B), observations and interviews were described qualitatively.

Therefore, based on the analysis made in the previous chapter (i.e. in Results and Discussion part), the following major findings were obtained.

5.1.1 Both subjects (i.e. 40.74% of the school management bodies and 39.35% of the teachers) were at their young age (i.e. 20 -29). Besides, 29.63% of the school management bodies and 38.75% of the teachers had been serving in the self-contained classroom teaching system for not more than five years.

5.1.2 47.50% of the school management bodies' level of awareness about the nature and general aims of self-contained classroom teaching system was a little bit better than teachers. This means, the school management bodies were to some extent aware that the system under investigation enables teachers to help students closely. On the contrary, 51.25% of the self-contained classroom teachers reported that they did not

think the system under investigation gives a better service as compared to departmentalization.

5.1.3 According to the responses obtained from the school management bodies, 39 (72.22%) of them reported that as their expected role they usually made decision by assigning teachers who were free at the moment when the actual self-contained classroom teachers have been changed to another working places or being absent (please see Table 6). Further more, as the grand mean value (X = 1.56) shows, most of the self-contained classroom teachers could not play the expected roles so as to effectively manage the system under investigation.

5.1.4 The recommended internal supportive mechanisms (i.e. the availability of textbooks and other teaching materials, the assistance offered by the school management bodies, and pre-and in-service trainings for teachers) which are helpful to implement self-contained classroom teaching system were not properly managed.

5.1.5 Both subjects, particularly most self-contained classroom teachers with grand mean value (X = 4.07) had negative view towards the self-contained classroom teaching system.

5.1.6 Among the major problems stated by both subjects, the following problems were taken as the most serious ones. Enough trainings which build capacity were not given, students were not given enough time to exercise on different learning activities, there is no appropriate curriculum designed for self contained classroom teaching system and there were no enough tables and chairs to facilitate the teaching-learning process.

5.1.7 Both subjects recommended the practical solutions to minimize the major problems observed in self-contained classroom teaching system (please read the analysis described qualitatively under section 4.7). Thus, creating a suitable curriculum for self-contained classroom teaching system, assigning well-trained and experienced teachers and school management bodies, and also providing appropriate school

resources and facilities which are necessary to manage the system accordingly were among the major solution suggested by most of the subjects of the study.

5.1 Conclusions

Based on the major findings listed under section 5.1 above, the following conclusions could be drawn.

5.2.1 Most of the subjects were at their young age and served for not more than five years. It is obvious that managing people demands experience. This indicates that most of the subjects did not have good exposure for managing people and school activities. This may show that the responsible body (may be Addis Ababa Education Bureau or the school management) did not consider the appropriate criteria, such as having enough experience in managing people and school activities and also long service years when school management bodies are assigned.

5.2.2 It is believed that having a remarkable awareness on the nature and the general aim of self-contained classroom teaching system plays a pivotal role in order to sustain promising school management. However, most of the subjects particularly teachers did not know well about the nature and the general aim of the system under investigation. This may imply that most of the sample teachers did not like the system and were not eager to remain themselves in the teaching profession in general.

5.2.3 It is known that all the school management bodies and teachers are expected to carryout their assigned roles or duties properly. However, the results shown that the school management did not have an authority to hire qualified teachers and assign regular assistant teachers when the actual self-contained classroom teachers have been changed to another working places or being absent. From this one may conclude that this situation prevents school management bodies to carryout their roles as they are expected. Moreover, most of the self-contained

classroom teachers reported that they could not play the suggested roles to effectively manage the system under investigation as there was no proper assistance from the school management side. This may indicate that teachers were not motivated and eager to work in self-contained classroom teaching system.

5.2.4 The results of the study depicted that the recommended internal supportive mechanisms which are helpful to manage the self-contained classroom teaching system were not carefully managed. This implies that the status of the internal supportive mechanisms in the respective sample schools was below the expected level. Obviously, this may be resulted due to poor school management policy (i.e. if the school management doesn't not design the feasible internal supportive mechanism).

5.2.5 The management of any teaching system can not be successful in producing responsible citizens unless the persons in charge (i.e. the school management bodies and the teachers) have positive views towards the system under use. As the finding shown, particularly the teachers did not have a positive view towards the self-contained classroom teaching system. This may indicate that the system under investigation has serious drawbacks (i.e. lack of trained manpower resource and facilities etc.) as compared to its advantages.

5.2.6 The major problems affecting self-contained classroom teaching system, such as having enough trainings to build capacity were not given, not giving enough time for students to exercise on different learning activities, not having appropriate curriculum designed for the system under investigation, and the acute shortage of tables and chairs were found to be the major evidences for the existence of a poor management system to run the self-contained classroom teaching.

5.2.7 Generally speaking, the recommended practical solutions used to minimize the major problems affecting the self-contained classroom teaching system play significant roles in bringing a good management style to run the system under investigation. From this the researcher has come to the conclusion that the recommended practical solutions have been properly implemented in order to sustain good management for the system under investigation.

5.3 Recommendations

On the basis of the major findings of the study and the conclusions drawn, the researcher forwarded the following recommendations which might be helpful to reduce the major problems affecting the management of self-contained classroom teaching system.

5.3.1 One general suggestion which could be made is that it would be better if the government, in this case the Addis Ababa Education Bureau, recruits and then assigns those school management bodies and self-contained classroom teachers who are well-trained and experienced ones so as to effectively manage the self-contained classroom teaching system. As a result, the problems observed in the ten sample primary schools may not be so severe in the future.

5.3.2 It may be good if the responsible body increases the subjects' level of awareness about self-contained classroom teaching system by creating various relevant motivational strategies. For example, by giving them recognition, and proper orientations and the like.

5.3.3 School management bodies need to have an authority to hire the needed academic staff so as to manage the self-contained classroom teaching system as it is expected. This by itself may motivate the school management bodies to effectively carryout their assigned duties or roles. Self-contained classroom teachers should also get proper assistance like offering appropriate equipment and teaching materials in order to let them be encouraged to play their expected roles mainly in the classrooms.

5.3.4 If various efforts (i.e. follow ups) are exerted to use the recommended internal supportive mechanisms in the respective sample primary schools, the concerned bodies working in the school will get benefited. This ultimately motivates subjects to maintain a good school management style to run self-contained classroom teaching system.

5.3.5 Above all, the Addis Ababa Education Bureau is expected to create different forums so as to orient subjects to have positive views towards the nature and the general purpose of self-contained classroom teaching system. However, the researcher believes that if it is not possible to change the subjects' views towards the system under investigation, it will be advantageous to abandon the system as most of the sample teachers reported that it has serious drawbacks as compared to its advantages. Then, substitutes it by the teaching system suitable to the Ethiopian context. For instance, by employing departmentalization as a teaching system as its enables teachers who are specialists in different streams (subjects).

5.3.6 In order to bring the promising management of self-contained classroom teaching system, the responsible bodies need to be encouraged (by formulating smooth bureaucracy) to actively participate in reducing the major problems identified. This often helps the facilitators to create good school management policies which are key elements for effective implementation of self-contained classroom teaching system.

5.3.7 If the recommended practical solutions (i.e. stated in 4.7 of chapter four) are successfully employed, the researcher believes that the major problems affecting the management of self-contained classroom teaching system may be easily controlled, keeping other factors constant.

5.3.8 It should be mentioned that this study focused on ten government sample primary schools in Addis Ababa and it has dealt with a common problem faced

by many first cycle primary schools in Ethiopia. Thus, it is hoped that more research studies in this area will supplement the findings of this study. Finally, the present researcher does not make any claims of comprehensiveness with reference to the topic under investigation. Further studies may throw further light on the problems observed on the management of self-contained classroom teaching system.

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Appendix – A

Addis Ababa University

Faculty of Education

Department of Educational Planning and Management

(Graduate Programme)

A questionnaire filled by Directors, Vice-directors and Unit-leaders

The Aim of this questionnaire is to assess information on the management of self-contained classroom teaching system. Consequently, you as the school management body is requested to give genuine responses on the roles you play, awareness, teaching aids and the self contained classroom organization. Your co-operation in responding to the questionnaire will be of considerable help to the success of this research and subsequently it may be used to identify the major problems in order to look for practical solutions. So, the researcher kindly requests you to give genuine response for each question below.

Your co-operation will be greatly appreciated!

General Directions

i. You are not expected to write your name.

ii. You can give your answers in the box by putting this mark ✓ where appropriate, and by writing for some questions on the space provided.

iii. More than a single answer is possible for some questions.

Section One

Personal Information

1. School's name _____ your job title _____

2. Sex: A. Male ☐ B. Female ☐

3. Age: A. Below 20 ☐ B. 20 – 29 ☐ C. 30 – 39 ☐

D. 40 – 49 ☐ E. 50 and above ☐

4. Years of service: A. 1 – 5 ☐ B. 6 – 10 ☐ C. 11 – 15 ☐
D. 16 – 20 ☐ E. 21 – 25 ☐ F. 26 – 30 ☐
G. 31 and above ☐

5. Level of Education: A. TTI ☐ B. Diploma ☐ C. First degree ☐
D. If it is different from stated above ☐

Section Two

- **Concerning the general awareness on the aim of self-contained classroom teaching system**

6. To what extent the aim of self-contained classroom teaching system is clear for you? _____
_____

7. In your opinion, what is (are) the main reason(s) if to take self-contained classroom teaching system is helpful?
   A. It helps to use teachers properly ☐
   B. It enables teachers to help students closely ☐
   C. I do not think it gives a better service ☐

8. How do you rate the contributions of self-contained classroom teaching system to do educational management duties, as compared to the teaching method used earlier (i.e. departmentalization)?
   A. Very good ☐ C. Satisfactory ☐
   B. Good ☐ D. Poor ☐

9. Write in short that to what extent you are ware of the general aim of self-contained classroom teaching system. _____
_____
_____

Section Three

- **Concerning the roles the school management bodies play to manage self-contained classroom teaching system**

10. How do you assign teachers for self-contained classroom teaching system?

    A. Assigning teachers by their interest ☐

    B. Assigning teachers by school management decision ☐

    C. Assigning teachers by lottery method ☐

11. If your answer for question No. 10 above is "Assigning teachers by school management decision," what is (are) the point(s) to be considered? It is possible to give more than one answer.

    A. Selecting those teacher who are relatively better in teaching among others ☐

    B. Only those teachers taking trainings on self-contained classroom teaching system are assigned ☐

    C. All the teachers can be assigned just to cover the class ☐

12. What kind of measure(s) is (are) taken if the actual self-contained teachers have been changed to some other places or being absent for a day or some?

    A. Waiting until another teacher is assigned ☐

    B. Announce to hire teachers ☐

    C. Assigning teachers who are free at the moment ☐

13. If your answer for question No. 12 above is "Waiting until another teacher is assigned", how do the children pass the period? It is possible to give more than one answer.

    A. Letting them play in the class ☐

    B. Letting them play outside the classroom ☐

    C. Merging them with other classes ☐

14. As the school management body, what are the major roles you have played? Please write some of them underneath. _____

_____

_____

Section Four

- **Concerning the internal supportive mechanisms for the implementation of self-contained classroom teaching system**

15. As the school management body, what would you say concerning the availability of textbooks and other teaching materials (which facilitate teaching) in your school?

A. Fully available ☐

B. Partially available ☐

C. Available at the very low rate ☐

16. In your opinion, to what extent the school management offers assistance to sustain effective internal supportive mechanisms?

A. The School offers full assistance ☐

B. The school offers assistance to some extent ☐

C. The mission (role) of the school management is not clear ☐

D. It is difficult to give genuine answer ☐

17. Have self-contained teachers got pre-service training or in-service training about self-contained classroom teaching system?

A. Yes, training is given to all ☐

B. Training is given to some of them ☐

C. No, training given so far ☐

D. I have no information about it ☐

18. Write a short summary about the internal supportive mechanisms implemented in your school (if any) _____

_____

_____

Section Five

- **Concerning the school management bodies' views on self-contained classroom teaching**

19. To what extent you express your feelings on the following views about self-contained classroom teaching?

Items	Frequency				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. Self- contained classroom teaching system does not give enough time to prepare the lessons					
b. The system is not suitable to teach all the subjects equally					
c. Most of the teachers are not willing to teach in self-contained classroom					
d. Self-contained classroom teaching approach does not bring change on students' academic performance as compared to departmentalization					
e. The self-contained classroom facilities are not well balanced with the number of students					
f. the knowledge of self-contained teachers is below the standard in most subject areas					

20. In your opinion, should self-contained classroom teaching system continue or not? Please state the reasons that you think are appropriate _____

_____

Section Six

- **Concerning the major problems affecting the implementation of self-contained classroom teaching system**

21. To what extent you express your feeling on the following major problems which do not motivate teachers to teach subjects in self-contained classroom?

Items	Frequency				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. Enough trainings which build capacity are not given					
b. There are no enough textbooks					
c. There is no appropriate curriculum designed for self-contained classroom teaching system					
d. There is no enough room matched with the number of students					
e. There are no enough tables, chairs and others					
f. Students are not given enough time to exercise on different learning activities					

Section Seven

22. What is your opinion about the solutions which have to be taken to minimize management problems seen in self-contained classroom teaching? Please state some of them that you think are the major ones. _____

_____

_____

አባሪ-1

በአዲስ አበባ ዩኒቨርስቲ

የሥነ-ትምህርት ፋኩልቲ

የትምህርት እቅድና አስተዳደር ክፍል

(የድህረ ምረቃ መርሃ ግብር)

በርዕሳነ መምህራን፣ በምክትል ርዕሳነ መምህራንና በዮኒት መሪዎች የሚሞላ መጠይቅ

የዚህ መጠይቅ ዋና አላማ በአሀዳዊ ክፍል የማስተማሪያ ዘዴ (Self-Contained Classroom Teaching) የትምህርት አስተዳደር አካላት በማስተማሪያ ዘዴው ያላቸውን ጉልህ ሚና፣ ግንዛቤ፣ የትምህርት መርጃ መሣሪያዎችና የመማሪያ ክፍሎችን አደረጃጀትን በሚመለከት ያጋጠመ ችግሮችን ለይቶ ለማጥናትና ጠቋሚ ሐሳቦችን ለማመላከት ነው። በመሆኑም በትክክለኛ አስተያየት ላይ የተመረኮዘ መልስዎ ለጥናቱ መሣካት ከፍተኛ አስተዋጽኦ እንደሚኖረው ይታመናል። ስለዚህ መጠይቁን በጥሞና በመመልከትና ትክክለኛ መልስ በመስጠት እንዲተባበሩኝ በትህትና እጠይቃለሁ።

መጠይቁን ለመመላት ላደረጉልኝ ቀና ትብብር በቅድሚያ ከልብ አመሰግናለሁ።

ማሳሰቢያ

- በመጠይቁ ላይ ስም መጻፍ አያስፈልግም።
- መልስዎን የሚሠጡት በምርጫዎቹ ትይዩ ባለው ሳጥን ውስጥ «✓» ይህን ምልክት በማስቀመጥና በተሰጡት ባዶ ቦታዎች ላይ ደግሞ አስፈላጊውን መልስ በመጻፍ ይሆናል።
- ለአንዳንዶቹ ጥያቄዎች ከአንድ በላይ መልስ መስጠት ይቻላል።

ክፍል አንድ

- የመረጃው መነሻ (ዳራ) በተመለከተ፡-
  1. የትምህርት ቤቱ ስም _____ የሥራ ድርሻዎ _____
  2. ፆታ፡ ሀ. ወንድ ☐ ለ. ሴት ☐
  3. እድሜ፡ ሀ. ከ20 ዓመት በታች ለ. 20-29 ☐ ሐ. 30-39 ☐
     መ. 40-49 ☐ ሠ. 50 እና ከዚያ በላይ ☐
  4. የአገልግሎት ዘመን፡
     - ሀ. ከ1 እስከ 5 ዓመት ☐
     - ለ. ከ6 እስከ 10 ዓመት ☐
     - ሐ. ከ11 እስከ 15 ዓመት ☐
     - መ. ከ16 እስከ 20 ዓመት ☐
     - ሠ. ከ21 እስከ 25 ዓመት ☐
     - ረ. ከ26 እስከ 30 ዓመት ☐
     - ሰ. 31 እና ከዚያ በላይ ☐

5. የትምህርት ደረጃ፡

ሀ. የመምህራን ማሰልጠኛ ተቋም ምሩቅ (ሰርተፍኬት) ☐

ለ. ዲኘሎማ ☐

ሐ. የመጀመሪያ ዲግሪ ☐

መ. ከላይ ከተጠቀሱት ሌላ፡ _____

ክፍል ሁለት

- ስለ አሀዳዊ የማስተማር ዘዴ አላማ አጠቃላይ ግንዛቤን በተመለከተ፡-

6. የአሀዳዊ የማስተማር ዘዴ አላማ ለእርስዎ ምን ያህል ግልፅ ነው?

_____

_____

7. በርስዎ እምነት የአሀዳዊ የማስተማር ዘዴ አስፈላጊነትን አሳማኝ ምክንያት(ቶች) ምንድን ነው (ናቸው) ይላሉ? ከአንድ በላይ መልስ መስጠት ይችላሉ፡፡

ሀ. መምህራንን በአግባቡ መጠቀም በማስቻሉ ☐

ለ. ለተማሪዎች የቅርብ ድጋፍና ክትትል ለማድረግ የሚያስችል በመሆኑ ☐

ሐ. የተሻለ ጠቀሜታ ያለው አይመስለኝም ☐

8. የአሀዳዊ የማስተማር ዘዴ የትምህርት እቅድና አስተዳደራዊ ሥራዎችን ለመስራት ቀደም ሲል ከነበረው ጋር ሲነፃፀር ጠቀሜታውን እንዴት ይመዝኑታል፡፡

ሀ. በጣም ጥሩ ☐ ሐ. በቂ ☐

ለ. ጥሩ ☐ መ. አነስተኛ ☐

9. ጠቅለል ባለ መልኩ ስለ አሀዳዊ የማስተማር ዘዴ አላማ ምን ያህል ግንዛቤ እንዳለዎት በአጭሩ ከዚህ በታች በጽሑፍ ይግለፁ _____

_____

ክፍል ሦስት

- በአሀዳዊ የማስተማር ዘዴ የትምህርት አስተዳደር አካላት የሚጫወቷቸውን ሚናዎች በተመለከተ።

10. በአሀዳዊ የማስተማር ሂደት የመምህራን ድልድል የሚካሄደው እንዴትና በምን መልኩ ነው?

ሀ. በመምህራን ፍላጐት ☐ ለ. በት/ቤቱ አስተዳደር ምደባ መሠረት ☐

ሐ. በእጣ ☐

11. ከላይ ለተራ ቁጥር «10» መልስዎ «በት/ቤቱ አስተዳደር ምደባ መሠረት» የሚል ከሆነ የምደባው መስፈርት የሚያተኩረው በምን ላይ ነው? ከአንድ በላይ መልስ መስጠት ይቻላል።

ሀ. ካሉት መምህራን የተሻለ የማስተማር ብቃት ያላቸውን በመምረጥ☐

ለ. በአሀዳዊ የማስተማር ዘዴ ስልጠና የወሰዱትን ብቻ☐

ሐ. ክፍለ ጊዜውን ለመሸፈን ሲባል ብቻ ሁሉም መምህራን ሊመደቡ ይችላሉ ☐

12. የአሀዳዊ ክፍል መምህራን በተለያዩ ምክንያት ከሥራ ቢቀየሩ ወይም ቢቀሩ እነርሱን ሊተኩ የሚችሉ መምህራንን ለመመደብ ወይም ለመተካት በትምህርት ቤቱ አስተዳደር የሚወሰደው እርምጃ ምንድን ነው?

ሀ. ሊተካ ወይም ሊመደብ የሚችል መምህር እስኪገኝ መጠበቅ ☐

ለ. የሥራ ቅጥር ማስታወቂያ ማውጣት ☐

ሐ. በጊዜው ነባ የሆነው መምህር በመተካት ☐

13. ከላይ ለተራ ቁጥር «12» መልስዎ «ሊተካ ወይም ሊመደብ የሚችል መምህር እስኪገኝ መጠበቅ» ከሆነ ተማሪዎች የትምህርት ክፍለ ጊዜውን ወይንም የእለቱን የትምናርት ፕ ሮግራም እንዴት ያሳልፉታል? ከአንድ በላይ መልስ መስጠት ይቻላል።

ሀ. በክፍል ውስጥ እንዲያጠኑ ይደረጋል ☐

ለ. ከክፍል ውጭ እንዲጫወቱ ይደረጋል ☐

ሐ. ከሌላ ክፍል ተማሪዎች ጋር ተቀላቅለው እንዲማሩ ይደረጋል ☐

14. እንደ ትምህርት ቤቱ የአስተዳደር አካልነትዎ የአሀዳዊን የማስተማር ዘዴ ቀልጣፋና ተመራጭ ለማድረግ እየተጫወቱ ያሏቸውን አብይ ሚናዎች በአጭሩ ይግለፁአቸው።

ክፍል አራት

- አሀዳዊ የማስተማሪያ ዘዴን ለመተግበር የውስጥ ድጋፍ አደረጃጀትን በተመለከተ፡፡

15. እንደ ትምህርት ቤት አስተዳደር አካልነትዎ ለሁለም የትምህርት አይነቶች ለማስተማሪያነት የሚያግዙ አስፈላጊ የሆኑ መጽሐፍትና ሌሎች የትምህርት መርጃ መሣሪያዎችን በተመለከተ በት/ቤቱ ውስጥ ስለአለው አቅርቦት ምን ይላሉ?

ሀ. ሙሉ በሙሉ ተሟልቷል ☐

ለ. በከፊል ተሟልቷል ☐

ሐ. በጣም አነስተኛ አቅርቦት ነው ያለው ☐

16. በእርስዎ አስተያየት ለአሀዳዊ ክፍል ማስተማር ሂደት የት/ቤቱ አስተዳደር ምን ይህል ተገቢውን የውስጥ ድጋፍና እገዛ እያደረገ ይገኛል?

ሀ. ሙሉ በሙሉ ድጋፍ ያደርጋል ☐

ለ. በተወሰነ መልኩ ድጋፍ ያደርጋል ☐

ሐ. አሰራሩ በግፅ አይደለም ☐

መ. መልስ መስጠት ይከብደኛል ☐

17. መምህራን በአሀዳዊ ክፍል የማስተማር ዘዴ ከመጀመራቸው በፊት ወይም ማስተማር ከጀመሩ በኃላ ስለ አሀዳዊ የማስተማር ዘዴ ስልጠና ተሰጥቷቸዋልን?

ሀ. አዎ ለሁሉም ተሰጥተል ☐ ሐ. ምንም ስልጠና አልተሰጠም ☐

ለ. ለተወሰኑት ተሰጥቷል ☐ መ. ምንም አላውቅም ☐

18. በአጠቃላይ በት/ቤትዎ አሀዳዊ የማስተማር ዘዴን ለመተግበር እየተሰራበት ያለ የውስጥ ድጋፍ አደረጃጀት ካለ በአጭሩ ጠቅለል አድርገው ያብራሩ፡፡

ክፍል አምስት

- የትምህርት ቤቱ የአስተዳደር አካላት ስለ አሀዳዊ የማስተማር ዘዴ ያላቸውን አመለካከት በተመለከተ፡-

19. ከዚህ በታች ለተዘረዘሩት ስለ አሀዳዊ የማስተማር ዘዴ አመለካከቶች እርስዎ ምን ያህል ይስማሙባቸዋል?

ስለ አሀዳዊ የማስተማር ዘዴ የተለያዩ አመለካከቶች	ድግግሞሽ				
	በጣም አልስማማም	አልስማማም	ሀሳብ አልሰጥም	እስማማለሁ	በጣም እስማማለሁ
ሀ. አሀዳዊ የማስተማር ዘዴ ለመምህሩ በቂ ዝግጅት እንዲኖረው አያደርግም					
ለ. ዘዴው ሁሉንም የትምህርት አይነቶች በእኩል መጠን ለማስተማር አያመችም					
ሐ. አብዛኛው መምህራን በአሀዳዊ የማስተማር ዘዴ ማስተማር አይመርጡም					
መ. አሁን ያለው የአሀዳዊ የማስተማሪያ ዘዴ ቀደም ሲል ከነበረው የማስተማሪያ ዘዴ ጋር ሲነፃፀር በተማሪዎች ላይ ያመጣው ለውጥ ብዙም አጥጋቢ አይደለም					
ሠ. በአሁኑ ሰዓት ያለው የመማሪያ ክፍሎችና የውስጥ መገልገያ ቁሳቁስ አደረጃጀት ከተማሪዎች ቁጥር ጋር የተመጣጠነ አይደለም					
ረ. የአሀዳዊ ክፍል መምህራኖች በተመደቡባቸው ክፍሎች በአብዛኛው የትምህርት ዓይነቶች ብቃታቸው የወረደ ነው					

20. በእርስዎ እምነት የአሀዳዊ የማስተማር ዘዴ መቀጠል አለበት ወይንስ የለበትም ይላሉ? አሳማኝ ምክንያትዎችዎን በመዘርዘር በአጭሩ ይግለፁአቸው፡፡

ክፍል ስድስት

- በአሀዳዊ የማስተማር ዘዴ የሚሰጡ ትምህርቶችን በአግባቡ እንዳይሰጡ የሚያግዱ ችግር አምጪ ሁኔታዎችን በተመለከተ፡-

21. ከዚህ በታች ለተዘረዘሩት በአሀዳዊ የማስተማር ዘዴ የሚሰጡ ትምህርቶችን በአግባቡ እንዳይሰጡ እንቅፋት ሊፈጥሩ ስለመቻላቸው ምን ያህል ይስማማሉ?

ችግር አምጪ ሁኔታዎች	ድግግሞሽ				
	በጣም አልስማማም	አልስማማም	ሀሳብ አልሰጥም	እስማማለሁ	በጣም እስማማለሁ
ሀ. በቂ የአቅም ማሣደጊያ ስልጠናዎች ለመምህሩ አለመሰጠት					
ለ. በቂ የመጻህፍት አቅርቦት አለመኖር					
ሐ. ጥሩ የትምህርት ቀረፃ አለማካሄድ					
መ. ከተማሪዎች ቁጥር ጋር የሚመጣጠን የመማሪያ ክፍል አለመኖር					
ሠ. በቂ ጠረጴዛ ዛ፣ ወንበር የመሣሠሉት አለመኖር					
ረ. በቂ የልምምድ ግዜ ለተማሪዎች አለመስጠት					

ክፍል ሰባት

22. በአሀዳዊ የማስተማር ዘዴ ላይ የሚታዩትን አስተዳደራዊና ተዛማች ችግሮችን ለመቅረፍ የሚያስችሉ መፍትሔዎችን በተመለከተ ምን አስተያየት አለዎት? ዋና ዋና መፍትሔዎች ናቸው ብለው የሚገምቷቸውን ከዚህ በታች ይግለፁአቸው?

Appendix – B

Addis Ababa University

Faculty of Education

Department of Educational Planning and Management

(Graduate Programme)

A questionnaire filled by Subject Heads and Self-Contained Classroom Teachers

The aim of this questionnaire is to assess information on the management of self-contained classroom teaching system. As a result, you are requested to give genuine responses on the trainings you got (if any), awareness on the system, teaching aids, the classroom organization and about the major problems hindering the effective implementation of the self-contained classroom teaching system. Your co-operation in responding to the questionnaire will be of considerable help to the success of this study and subsequently it may be used to identify the major problems in order to look for the practical solutions. So, the researcher kindly requests you to give genuine response for each question below.

Your co-operation will be greatly appreciated!

General Directions

i. You are not expected to write your name.

ii. You can give your answers in the box by putting this mark ✓ where appropriate, and by writing for some questions on the space provided.

iii. More than a single answer is possible of some questions.

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General Directions

i. You are not expected to write your name.

ii. You can give your answers in the box by putting this mark ✓ where appropriate, and by writing for some questions on the space provided.

iii. More than a single answer is possible of some questions.

Section One

- **Personal Information**

1. School's name _____
2. Which grade you teach _____ Class size _____
3. Sex: A. Male ☐ B. Female ☐
4. Age: A. Below 20 ☐ B. 20 – 29 ☐ C. 30 – 39 ☐
   D. 40 – 49 ☐ E. 50 and above ☐
5. Years of service: A. 1 – 5 ☐ B. 6 – 10 ☐ C. 11 – 15 ☐
   D. 16 – 20 ☐ E. 21 – 25 ☐ F. 26 – 30 ☐
   G. 31 and above ☐
6. Level of Education: A. Below 12th grade ☐ B. 12 grade completed ☐
   C. TTI Certificate ☐ D. Diploma ☐

Section Two

- **Concerning the general awareness on the aim of self-contained classroom teaching system.**

7. To what extent the aim of self-contained classroom teaching system is clear for you? _____
   _____
   _____
8. In your opinion, what is (are) the main reason (s) if to take self-contained classroom teaching system is helpful?
   A. If helps to use teachers properly ☐
   B. If enables teachers to help students closely ☐
   C. I do not think it gives a better service ☐

9. How do you rate the contribution of self-contained classroom teaching system to do educational management duties, as compared to the teaching method used earlier (i.e. departmentalization)?

A. Very good ☐ C. Satisfactory ☐

B. Good ☐ D. Poor ☐

10. Write a short summary to what extent you are aware of the general aim of self-contained classroom teaching system? _____

_____

_____

Section Three

- **Concerning the roles the subject heads and self-contained classroom teachers play to manage self-contained classroom teaching system.**

11. To what extent you have tried your level best to help your students for the following items?

Items	Frequency				
	Always	**Very often**	**Sometimes**	**Rarely**	**Never**
a. To have enough time to help students					
b. To use the class time effectively					
c. To give different exercises and check					
d. To address students by their names					
e. To use teaching aids easily available in the school					
f. To prepare tests and check, then return them to students properly					
g. To check the prepared test by the subject head teacher before directly dispatching them to exam rooms					

12. As the self-contained classroom teacher, what are the major roles you have played? Please state some of them underneath. _____

_____

_____

Section Four

- **Concerning the interval supportive mechanisms for the implementation of self-contained classroom teaching system.**

13. What would you say about the availability of textbooks and other teaching materials in your school?

A. Fully available ☐ B. Partially available ☐

C. Available at the very low rate ☐

14. In your opinion, to what extent the school management offers assistance to sustain effective internal supportive mechanisms?

A. The school offers full assistance ☐

B. The school offers assistance to some extent ☐

C. The mission (role) of the school management is not clear ☐

D. It is difficult to give genuine answer ☐

15. Have you got pre-service trainings or in-service trainings about self-contained classroom teaching system so far?

A. I have got full training ☐

B. I have got training for sometimes ☐

C. I have not got any training so far ☐

D. I do not like to give a response ☐

16. Write a short summary about the internal supportive mechanisms implemented in your school (if any) _____

_____

Section Six

- **Concerning the major problems affecting the implementation of self-contained classroom teaching system**

19. To what extent you express your feeling on the following major problems which do not motivate teachers to teach subjects in self-contained classroom?

Items	Frequency				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. Enough trainings which build capacity are not given					
b. There are no enough textbooks					
c. There is no appropriate curriculum designed for self-contained classroom teaching system					
d. There is no enough room matched with the number of students					
e. There are no enough tables, chairs and others					
f. Students are not given enough time to exercise on different learning activities					

Section Severn

20. What is your opinion about the solutions which have to be taken to minimize management problems seen in self-contained classroom teaching? Please state some of them that you think are the major ones. _____

_____

_____

አባሪ-2
በአዲስ አበባ ዩኒቨርስቲ
የሥነ-ትምህርት ፋኩልቲ
የትምህርት እቅድና አስተዳደር ክፍል
(የድህረ ምረቃ መርሃ ግብር)

በየትምህርት ክፍል ኃላፊዎችና በአሃዳዊ የማስተማር ዘዴ የሚያስተምሩ መምህራን የሚሞላ መጠይቅ

የዚህ መጠይቅ አላማ በአሀዳዊ ክፍል /Self Contained Classroom Teaching/ የማስተማር ዘዴ የመምህራን ስልጠና እና ግንዛቤ፣ የትምህርት መረጃ መሣሪያዎች፣ የመማሪያ ክፍለችን አደረጃጀት በተመለከተ እና መምህራን በማስተማር ዘዴው ያጋጠሙአቸውን ችግሮች ለማጥናትና ጠቀሚ መረጃዎችን ለማመላከት ነው። በመሆኑም በትክክለኛ አስተያየት ላይ የተመረኮዘ መልስዎ ለጥናቱ መሣካት ከፍተኛ አስተዋፅኦ እንደሚኖረው ይታመናል። ስለሆነም መጠይቁን በጥሞና በመመልከትና ትክክለኛ መረጃ በመስጠት እንዲተባበሩኝ በትህትና እጠይቃለሁ።

መጠይቁን ለመሙላት ላደረጉልኝ ቀና ትብብር በቅድሚያ ከልብ አመሰግናለሁ።

ማሳሰቢያ

- በመጠይቁ ላይ ስም መፃፍ አያስፈልግም።
- መልስዎን የሚሠጡት በምርጫዎቹ ትይዩ ባለው ሳጥን ውስጥ «✓» ይህን ምልክት በማስቀመጥና በተሰጡት ባዶ ቦታዎች ላይ ደግሞ አስፈላጊውን መልስ በመጻፍ ይሆናል።
- ለአንዳንዶቹ ጥያቄዎች ከአንድ በላይ መልስ መስጠት ይቻላል።

ክፍል አንድ

- የመረጃውን መነሻ (ዳራ) በተመለከተ፡

1. የትምህርት ቤቱ ስም _____
2. የማያስተምሩት የክፍል ደረጃ፡ _____ የተማሪዎች ብዛት _____
3. ፆታ፡ ሀ. ወንድ ☐ ለ. ሴት ☐
4. እድሜ፡ ሀ. ከ20 ዓመት በታች ☐ ለ. 20-29 ☐ ሐ. 30-39 ☐
   መ. 40-49 ☐ ሠ. 50 እና ከዚያ በላይ ☐
5. የአገልግሎት ዘመን
   ሀ. ከ1 እስከ 5 ዓመት ☐ ሠ. ከ21 እስከ 25 ዓመት ☐
   ለ. ከ6 እስከ 10 ዓመት ☐ ረ. ከ26 እስከ 30 ዓመት ☐
   ሐ. ከ11 እስከ 15 ዓመት ☐ ሰ. 31 እና ከዚያ በላይ ☐
   መ. ከ16 እስከ 20 ዓመት ☐

6. የትምህርት ደረጃ

ሀ. ከ12ኛ ክፍል በታች ☐

ለ. 12ኛ ክፍል ያጠናቀቀ ☐

ሐ. ሰርተፍኬት ከመምህራን ማሠልጠኛ ተቋም ☐

መ. ዲኘሎማ ☐

ክፍል ሁለት

- ስለ አሀዳዊ የማስተማር ዘዴ አላማ ያለ አጠቃላይ ግንዛቤን በተመለከተ

7. የአሀዳዊ ክፍል የማስተማር ዘዴ ዓላማ ለእርስዎ ምን ያህል ግልፅ ነው?

8. በርስዎ ግንዛቤ የአሀዳዊ የማስተማር ዘዴ አስፈላጊነት አሳማኝ ምክንያት(ቶች) ምንድን ነው (ናቸው) ይላሉ? ከአንድ በላይ መልስ መስጠት ይችላሉ።

ሀ. መምህራንን በአግባቡ መጠቀም በማስቻሉ ☐

ለ. ለተማሪዎች የቅርብ ድጋፍና ክትትል ለማድረግ የሚያስችል በመሆኑ ☐

ሐ. የተሻለ ጠቀሜታ ያለው አይመስለኝም ☐

9. በአሀዳዊ የማስተማር ዘዴ የትምህርት አስተዳደራዊ ሥራዎችን ለመስራት ቀደም ሲል ከነበረው ጋር ሲነፃፀር ጠቀሜታውን እንዴት ይመዝኑታል?

ሀ. በጣም ጥሩ ☐ ሐ. በቂ ☐

ለ. ጥሩ ☐ መ. አነስተኛ ☐

10. ጠቅለል ባለ መልኩ ስለ አሀዳዊ የማስተማር ዘዴ አላማ ምን ያህል ግንዛቤ እንዳለዎት በአጭሩ ከዚህ በታች በጽሑፍ ይግለፁልኝ።

ክፍል ሦስት

- በአሀዳዊ የማስተማር ዘዴ የየትምህርት ክፍል ኃላፊዎችና የአሀዳዊ ክፍል መምህራን የሚጫወቷቸው አብይ ሚናዎችን በተመለከተ፡-

11. ከዚህ በታች ለተዘረዘሩት የሥራ ድርሻዎች ተማሪዎችን ለመርዳት ምን ያህል የሚጠበቅብዎትን ግዴታ ተወጥተዋል?

ዋና ዋና የሥራ ድርሻዎች	ድግግሞሽ				
	ሁል ጊዜ	በተደጋጋሚ	አንዳንድ ጊዜ	ከስንት አንዴ	በፍፁም
ሀ. ተማሪዎችን ለመርዳት በቂ ጊዜ መመደብ					
ለ. የትምህርት ክፍለ ጊዜውን በአግባቡ መጠቀም					
ሐ. የተለያዩ መልመጃዎችን መስጠትና ማረም					
መ. ተማሪዎችን በሥማቸው ማስተናገድ					
ሠ. በቀላሉ ሊገኙ የማችሉትን የትምህርት መርጃ መሣሪዎዎችን መጠቀም					
ረ. ፈተናን በአግባቡ ማውጣትና አርሞ በወቅቱ ለተማሪዎች ማሳወቅ					
ሰ. የተዘጋጁት ፈተናዎች ለፈተና ከመሠራጨታቸው በፊት በየፈተና ክፍል ኃላፊዎች መገምገም					

12. እንደ አሀዳዊ የማስተማር ዘዴ መምህርነትዎ የትምህርት ዘዴውን ተመራጭ ለማድረግ እየተጫወቱ ያሉትን አብይ ሚናዎች በአጭሩ ግለፁአቸው፡፡

ክፍል አራት

- አሀዳዊ የማስተማር ዘዴን ለመተግበር የውስጥ ድጋፍ አደረጃጀትን በተመለከተ

13. ለማስተማሪያነት የሚያግዙ አስፈላጊ የሆኑ የመጽሐፍትና ሌሎች የትምህርት መረጃ መሣሪያዎችን በተመለከተ በት/ቤቱ ውስጥ ስለአለው አቅርቦት ምን ይላሉ?

ሀ. ሙሉ በሙሉ ተሟልቷል ☐

ለ. በከፊል ተሟልቷል ☐

ሐ. በጣም አነስተኛ አቅርቦት ነው ያለው ☐

14. በእርስዎ አስተያየት ለአሀዳዊ ክፍል ማስተማር ሂደት የት/ቤቱ አስተዳደር ምን ያህል ተገቢውን የውስጥ ድጋፍ እያደረገ ይገኛል?

ሀ. ሙሉ በሙሉ ድጋፍ ያደርጋል ☐ ለ. በተወሰነ መልኩ ድጋፍ ያደርጋል ☐

ሐ. አሰራሩ ግልፅ አይደለም ☐ መ. መልስ መስጠት ይከብደኛል ☐

15. በአሀዳዊ ክፍል የማስተማር ዘዴ ከመጀመርዎ በፊት ወይም ማስተማር ከጀመሩ በኃላ ስለ አሀዳዊ የማስተማር ዘዴ ስልጠና ተሰጥዎት ያውቃል?

ሀ. አዎ ሙሉ ስልጠና አግኝቻለው ☐ ለ. ለተወሰነ ግዜ ብቻ አግኝቻለሁ ☐

ሐ. ምንም ስልጠና አልተሰጠኝም ☐ መ. መልስ መስጠት አልፈልግም ☐

16. በአጠቃላይ በት/ቤትዎ አሀዳዊ የማስተማር ዘዴን ለመተግበር እየተሰራበት ያለ የውስጥ ድጋፍ አደረጃጀት ካለ በአጭሩ ጠቅለል አድርገው በጽሑፍ ያብራሩልኝ።

ክፍል አምስት

- የትምህርት ቤቱ የየትምህርት ክፍል ኃላፊዎችና የአሀዳዊ የማስተማር ዘዴ መምህራን ስለ አሀዳዊ የማስተማር ዘዴ ያላቸውን አመለካከት በተመለከተ

17. ከዚህ በታች ለተዘረዘሩት ስለ አሀዳዊ የማስተማር ዘዴ እንደ መምህር አመለካከትዎ ምን ይመስላል?

ስለ አሀዳዊ የማስተማር ዘዴ የተለያዩ አመለካከቶች	ድግግሞሽ				
	በጣም አልስማማም	አልስማማም	ሀሳብ አልሰጥም	አስማማለሁ	በጣም እስማማለሁ
ሀ. አሀዳዊ የማስተማር ዘዴ ለመምህሩ በቂ ገዝጅት እንዲኖረው አያደርግም					
ለ. ዘዴው ሁሉንም የትምህርት አይነቶች በእኩል መጠን ለማስተማር አያመችም					
ሐ. አብዛኛው መምህራን በአሀዳዊ የማስተማር ዘዴ ማስተማር አይመርጡም					
መ. አሁን ያለው የአሀዳዊ የማስተማሪያ ዘዴ ቀደም ሲል ከነበረው የማስተማሪያ ዘዴ ጋር ሲነፃፀር በተማሪዎች ላይ ያመጣው ለውጥ ብዙም አጥጋቢ አይደለም					
ሠ. በአሁኑ ሰዓት ያለው የመማሪያ ክፍሎችንና የውስጥ መገልገያ ቁሳቁስ አደረጃጀት ከተማሪዎች ቁጥር ጋር የተመጣጠነ አይደለም					
ረ. የአሀዳዊ ክፍል መምህራኖች በተመደቡባቸው ክፍሎች በአብዛኛው የትምህርት ዓይነቶች ብቃታቸው የወረደ ነው					

18. በእርስዎ እምነት የአሀዳዊ የማስተማር ዘዴ መቀጠል አለበት ወይንስ የለበትም ይላሉ? አሰማኝ ምክንያቶችዎን በመዘርዘር በአጭሩ ይግለፁአቸው።

ክፍል ስድስት

- በአሀዳዊ የማስተማር ዘዴ የማሰጡ ትምህርቶችን በአግባቡ እንዳይሰጡ የማያግዱ ችግር አምጪ ሁኔታዎችን በተመለከተ፡-

19. ከዚህ በታች ለተዘረዘሩት በአሀዳዊ የማስተማር ዘዴ የሚሰጡ ትምህርቶች በአግባቡ እንዳይተገበሩ እንቅፋት ሊፈጥሩ ስለመቻላቸው ምን ያህል ይስማማሉ?

ችግር አምጪ ሁኔታዎች	ድግግሞሽ				
	በጣም አልስማማም	አልስማማም	ሀሳብ አልሰጥም	እስማማለሁ	በጣም እስማማለሁ
ሀ. በቂ የአቅም ማሳደጊያ ስልጠናዎች ለመምህራን አለመሰጠት					
ለ. በቂ የመጽሐፍት አቅርቦት አለመኖር					
ሐ. ጥሩ የትምህርት ቀረጻ አለማካሄድ					
መ. ከተማሪዎች ቁጥር ጋር የማመጣጠን የመማሪያ ክፍል አለመኖር					
ሠ. በቂ ጠረጴዛ ፣ ወንበር የመሣሠሉት አለመኖር					
ረ. በቂ የልምምድ ግዜ ለተማሪዎች አለመስጠት					

ክፍል ሰባት

20. በአሀዳዊ የማስተማር ዘዴ ላይ የሚታዩትን አጠቃላይ ችግሮችን ለመቅረፍ የሚያስችሉ መፍትሔዎችን በተመለከተ ምን አስተያየት አለዎት? ዋና ዋና መፍትሔዎች ናቸው ብለው የሚገምቷቸውን ከዚህ በታች ይግለፁአቸው?

Appendix – C

Addis Ababa University

Faculty of Education

Department of Educational Planning and Management

(Graduate Programme)

Interview Questions designed for Addis Ababa Education Bureau Self-Contained Classroom Teaching Co-ordinators

1. Tell what you know all about the main aim of self-contained classroom teaching system.
2. What are the major roles that those people involved in the implementation of self-contained classroom teaching should play?
3. To implement the self-contained classroom teaching, what do you think the internal supportive mechanisms should the primary (first cycle) schools possess?
4. What kind of views do you think that teachers and school management bodies should develop so as to implement the self-contained classroom teaching system?
5. In your opinion, what sort of solutions should be sought to minimize the major problems affecting the implementation of self-contained classroom teaching system?

አባሪ-3

በአዲስ አበባ ዩኒቨርስቲ

የሥነ ትምህርት ፋኩልቲ

የትምህርት እቅድና አስተዳደር ክፍል

(የድህረ ምረቃ መርሃ ግብር)

በአዲስ አበባ ትምህርት ቢሮ የአሀዳዊ ትምህርት ክፍል አስተባባሪዎች የተዘጋጀ ቃለ መጠይቅ

1. ስለ አሀዳዊ የማስተማር ዘዴ አብይ አላማ ያለዎትን አጠቃላይ ግንዛቤ በአጭሩ ቢያብራሩልኝ?
2. በአሀዳዊ የማስተማር ዘዴ ተሳታፊ የሆኑ አካላት በሥራ ድርሻቸው ሊያከናውኑአቸው የሚገባቸው ሚናዎች ምን ሊሆኑ ይገባል?
3. አሀዳዊን የማስተማር ዘዴን ለመተግበር የመጀመሪያ ደረጃ ትምህርት ቤቶች ምን አይነት የውስጥ ድጋፍ አደረጃጀት ሊኖራቸው ይገባል?
4. መምህራንና የትምህርት አስተዳደር አካላት ስለ አሀዳዊ የማስተማር ዘዴ ምን አይነት አመለካከቶች ሊኖራቸው ይገባል ብለው ያስባሉ?
5. በአሁኑ ሰዓት በአሀዳዊ የማስተማሪያ ዘዴ ላይ ገለተው የማታዩትን አስተዳደራዊና ተዘማች ችግሮችን ለመቅረፍ ምን መደረግ አለበት ይላሉ?

አባሪ-3

በአዲስ አበባ ዩኒቨርስቲ

የሥነ ትምህርት ፋኩልቲ

የትምህርት እቅድና አስተዳደር ክፍል

(የድህረ ምረቃ መርሃ ግብር)

በአዲስ አበባ ትምህርት ቢሮ የአሀዳዊ ትምህርት ክፍል አስተባባሪዎች የተዘጋጀ ቃለ መጠይቅ

1. ስለ አሀዳዊ የማስተማር ዘዴ አብይ አላማ ያለዎትን አጠቃላይ ግንዛቤ በአጭሩ ቢያብራሩልኝ?
2. በአሀዳዊ የማስተማር ዘዴ ተሳታፊ የሆኑ አካላት በሥራ ድርሻቸው ሊያከናውኑአቸው የሚገባቸው ሚናዎች ምን ሊሆኑ ይገባል?
3. አሀዳዊን የማስተማር ዘዴን ለመተግበር የመጀመሪያ ደረጃ ትምህርት ቤቶች ምን አይነት የውስጥ ድጋፍ አደረጃጀት ሊኖራቸው ይገባል?
4. መምህራንና የትምህርት አስተዳደር አካላት ስለ አሀዳዊ የማስተማር ዘዴ ምን አይነት አመለካከቶች ሊኖራቸው ይገባል ብለው ያስባሉ?
5. በአሁኑ ሰዓት በአሀዳዊ የማስተማሪያ ዘዴ ላይ ጐልተው የሚታዩትን አስተዳደራዊና ተዘማች ችግሮችን ለመቅረፍ ምን መደረግ አለበት ይላሉ?

Appendix – D

Addis Ababa University

Faculty of Education

Department of Educational Planning and Management

(Graduate Programme)

An Interview Question designed for Self-Contained Children's Parents.

- What is your overall suggestion about self-contained classroom teaching system?

አባሪ-4

በአዲስ አበባ ዩኒቨርስቲ

የሥነ ትምርት ፋኩልቲ

የትምህርት እቅድና አስተዳደር ክፍል

(የድህረ ምረቃ መርሃ ግብር)

በአሀዳዊ የማስተማር ዘዴ የሚማሩ ልጆች ወላጆች የተዘጋጀ ቃለ መጠይቅ

- ስለ አሃዳዊ የማስተማር ዘዴ ያለዎት አስተያየት ምንድን ነው?

Appendix E

Addis Ababa University

Faculty of Education

Department of Educational Planning and Management (EdPM)

(Graduate Programme)

Classroom observation checklist

In order to check the presence of the major problems related to the management of self-contained classroom teaching approach in some selected primary schools in Addis Ababa, this observation checklist was used.

No	Type	Observable Point		Presence
1	Implementation of the Four Teaching Procedures	A. Introduction	Very well introduced	
			Well introduced	
			Moderately introduced	
			Unsatisfactorily introduced	
		B. Presentation	Very well presented	
			Well presented	
			Moderately presented	
			Unsatisfactorily presented	
		C. Stabilization	Very well stabilized by giving short notes	
			Well stabilized	
			Moderately stabilized	
			Unsatisfactorily stabilized	
		D. Evaluation	Very well evaluated, by asking questions, etc	
			Well evaluated	
			Moderately evaluated	
			Unsatisfactorily evaluated	
2	Classroom Interactions	A. Individual work		
		B. Pair work		
		C. Group work		
		D. lockstep		
		E. Others		
3	Possible Disciplinary Problems Observed	A. Noise		
		B. Disobedience		
		C. Failure of doing home and class works		

		D. Unable to form pair or group works	
		E. Poor textbook use	
		F. Lack of giving proper instruction	
		G. Lack of knowledge of teaching methodology	
		H. Poor supervision	
		I. Lack of motivation	
		J. Lack of feed back	
		K. Others	
4	Use of textbook in class	A. One textbook to one student	
		B. One textbook to two students	
		C. One textbook to three students	
		D. One textbook to four students	
		E. Others	
5	Nominating Students	A. Using their name	
		B. Without using names	
6	Classroom Techniques	A. Offering feedback	
		B. Providing clear instruction	
		C. Telling students to keep their permanent seat	
		D. Calling students by their names	
		E. Others	
7	Classroom Condition	A. Wide, having enough space	
		B. Having proper light	
		C. Others	
8	Teaching Resource Materials in the Classroom	A. Teacher's table	
		B. Enough students desks	
		C. Writing boards	
		D. Others	

Section Five

- **Concerning the subject heads and self contained classroom teachers' views on self-contained classroom teaching system.**

17. To what extent you express your feelings on the following views about self-contained classroom teaching system?

Items	Frequency				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. Self- contained classroom teaching system does not give enough time to prepare the lessons					
b. The system is not suitable to teach all the subjects equally					
c. Most of the teachers are not willing to teach in self-contained classroom					
d. Self-contained classroom teaching approach does not bring change on students' academic performance as compared to departmentalization					
e. The self-contained classroom facilities are not well balanced with the number of students					
f. The knowledge of self-contained teachers is below the standard in most subject areas					

18. In your opinion, should self-contained classroom teaching system continue or not? Please state the reasons that you think are appropriate _____

_____

_____

Section Five

- **Concerning the subject heads and self contained classroom teachers' views on self-contained classroom teaching system.**

17. To what extent you express your feelings on the following views about self-contained classroom teaching system?

Items	Frequency				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a. Self- contained classroom teaching system does not give enough time to prepare the lessons					
b. The system is not suitable to teach all the subjects equally					
c. Most of the teachers are not willing to teach in self-contained classroom					
d. Self-contained classroom teaching approach does not bring change on students' academic performance as compared to departmentalization					
e. The self-contained classroom facilities are not well balanced with the number of students					
f. The knowledge of self-contained teachers is below the standard in most subject areas					

18. In your opinion, should self-contained classroom teaching system continue or not? Please state the reasons that you think are appropriate _____

_____

_____

DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university.

Name: Melese Mitiku G/Mariam

Signature: 

Place: Addis Ababa University, DEdPM

Date of Submission: July 20, 2008